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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following major sections: listening skills, word recognition skills, comprehension skills, reading and study skills in content areas. Grade levels are not indicated, as instruction in a skill should begin at the point where it is necessary, regardless of the age of the student or the level of the skills. The material is arranged in three columns: skills, instructional objectives, and suggested teaching techniques. The guide is intended to be used with the separate appendix of resource materials (SP 007 236). The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in detail as the main content of the guide. INSTRUCTIONAL MATERIALS: Most of these are given in the appendix, but there is a bibliography of professional books on reading, basal reading material, miscellaneous books, material from the reading guide, consumable material, duplicating material, and publications of learned societies. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED054091

Reading

AND SPELLING

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FOREWORD

Curriculum developers are currently striving to meet the demands of society to provide for individualization of instruction rather than mass education at each grade level. This Reading Guide will provide the vehicle to achieve a developmental reading program on a nongraded basis.

As Reading Consultant directing the Reading Task Force in the writing of this Guide, it was my privilege to have the opportunity to work with six qualified teachers from the District representing all reading levels.

Teachers will find this Reading Guide a useful tool for classroom use; and, although teaching techniques are suggested, this is not a document for prescriptive teaching.

Special recognition is given to the Multi-Media Selection Committee and Professional Growth Services for their contributions.

Ruth C. Watkins
Reading Consultant

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This outline is not meant to be followed in an ordered manner. Skills are not taught in isolation but rather in tandem, as the needs of the student dictates. Grade levels should be ignored and instruction in a skill should begin at the point where it is necessary, regardless of the age of the student or the level of the skills. For this reason, the skills are not repeated for each level in this guide.

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PHILOSOPHY

Reading is a complex thought process that enables the individual learner to interpret the written symbols of his environment. The importance of proficient reading cannot be overemphasized. In the curriculum, reading is uniquely a subject in itself and the most important tool for the master of other subject.

A reading program is only as effective as its end result--to produce competent readers who read for both information and pleasure. With the child's cultural background as well as his physical, emotional, and mental development in mind, the teacher should select from a variety of materials and methods those best suited for the individual's progress.

The purpose of this guide is to provide the teacher with instructional objectives for the sequential development of skills that will enable each child to read independently and critically. With this in mind, this guide is offered as an aid to the classroom teacher.

RATIONALE

Although it is generally accepted that reading is the most important subject of the curriculum beyond the middle grades, instruction in this area has been neglected. The fact that one-third of our students are poor readers, that inefficient reading is a major cause of our high school dropout problem, and that there has been an automation and knowledge explosion makes the need for effective reading even more imperative than it has been in the past.

The problem is not the necessity for reading training but rather of when, where, and how to utilize and adopt materials, methods, and techniques to bring about maximum results for each student. The focus of this reading curriculum guide is on the child and his individual basic needs. The reading skills are arranged in a continuum so that the student may experience success at each level of endeavor and proceed to the next level at his own pace regardless of his age or grade placement.

INTRODUCTION

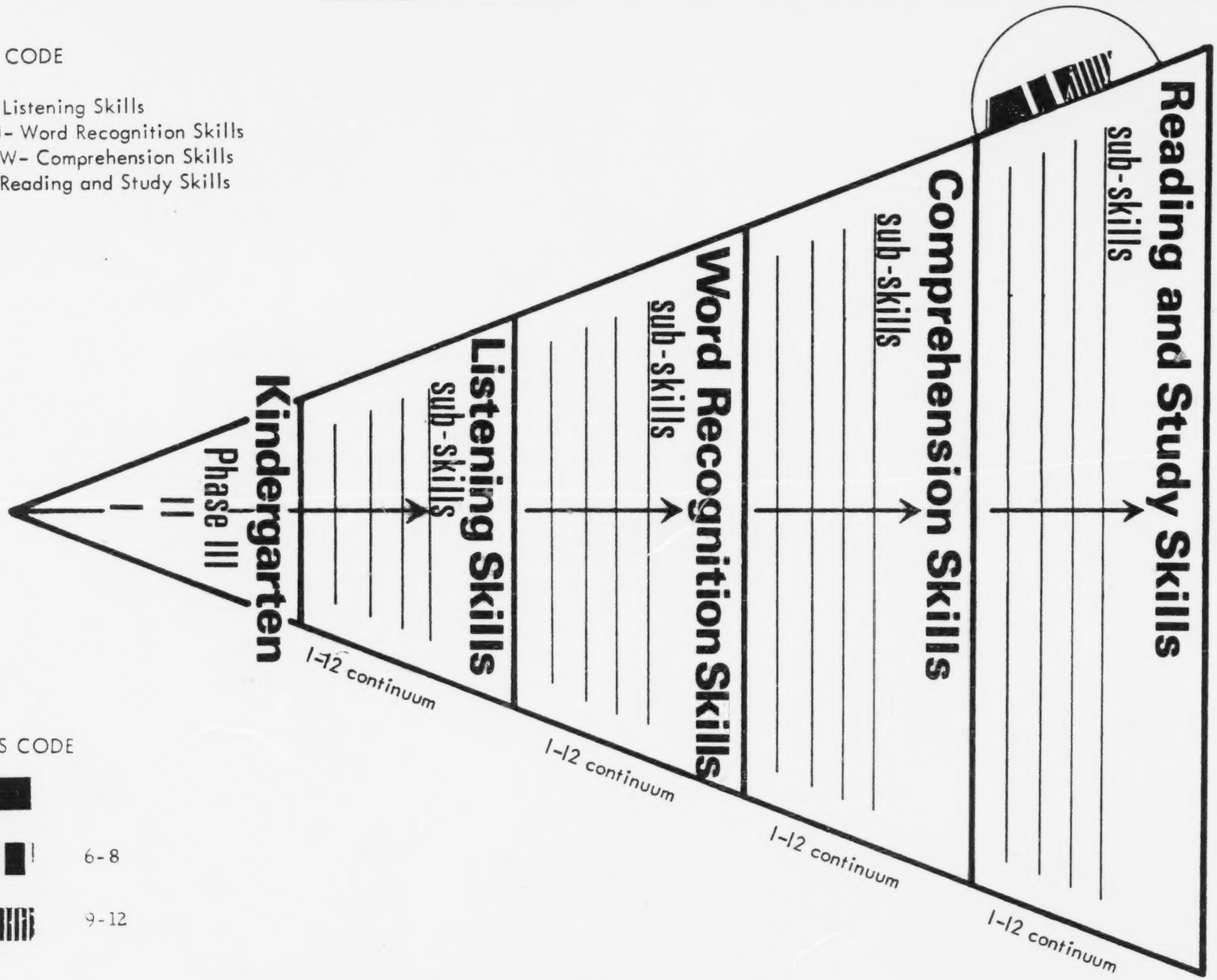
To the teacher:

The intent of the Reading Guide is to establish guidelines with a concern for a continuum from grades one through twelve. To aid the teacher, the guide is compiled and color-coded by skills and is continuous from grade one through twelve as well as tape-coded to indicate levels at which the various skills are introduced for the lower, middle, and upper grades. For each skill and sub-skill general behavioral objectives and teaching techniques have been suggested. The appendix contains word lists, informal diagnostic tests, skills check lists, and other related material. Hopefully, the teachers of reading will use this guide as an aid to their instruction.

Adequate materials with a wide range of interest should be secured to meet the individual needs of each student and create a favorable attitude toward reading and to avoid frustration and a dislike for reading. A good teacher will constantly search for new materials and methods to help meet the individual needs of each student. The media section of the guide will be of great assistance to the teacher.

SKILLS CODE

PINK- Listening Skills
GREEN- Word Recognition Skills
YELLOW- Comprehension Skills
BLUE- Reading and Study Skills



LEVELS CODE

6-8

9-12

Organization of Reading Curriculum Guide 1-12

GLOSSARY OF READING TERMS

acuity . . . . . sharpness or keenness

analysis . . . . . taking apart or breaking down into smaller elements

auditory acuity . . . . . level of sensitivity, keenness of hearing ability

auditory discrimination . . . . . ability to discriminate between sounds

basal reader approach . . . . . the development of basic reading abilities and skills by means of special textbooks or readers

basal reading . . . . . a type of reading usually done during a developmental or directed reading period with basal readers

blend . . . . . the fusion of two (or more) sounds in a word without loss of identity of either sound

compound phonogram . . . . . a phonic element that does not make a word by itself, e.g., bl, ite, ight, ou

configuration . . . . . pattern, general form, or shape of a word

consonants . . . . . sounds formed by the obstruction of the breath stream as it flows through the mouth

Controlled Reader . . . . . a modified filmstrip projector that exposes projected printed material continuously through a moving slot at variable speeds

context clue . . . . . identifying a new reading word by anticipation of the meaning or through the words and ideas adjacent to the new word

digraph . . . . . two letters representing one sound, e.g., ai

diphthong . . . . . two sounds that are so closely blended together that they give the impression of one sound, e.g., oi and ow

experience approach . . . . . the development of basic reading skills and abilities through experiences -- the use of language-type and reading-type experience records to develop initial reading skills and other abilities

eye-voice span . . . . . the distance between the point being read (in oral reading) and the point at the right where the eyes are directed - in oral reading the eyes are usually ahead of the voice

families . . . . . combinations of consonants and vowels used as a basis for analysis, e.g., <u>at</u> family bat, cat, fat, mat

fixation pause . . . . . the length of time required for the eyes to fix on a given part of a line in reading

framing words . . . . . identifying or designating a group of words by placing one hand at each end of the group

free reading . . . . . independent reading for information or pleasure

frustration level . . . . . the level at which the individual is thwarted or baffled by the difficulty of the reading matter

Keystone Reading Pacer . . . . . a framed holder for reading material with a motor-propelled metal rod descending
kinesthetic . . . . . sensations arising from body movements
listening vocabulary . . . . . number of words understood when heard
listening comprehension level . . . the highest reading level at which the individual can comprehend material read to him
phoneme . . . . . a group, or family, or related sounds
phonetic analysis . . . . . the analysis of a word into its phonetic elements for pronunciation purpose -- commonly used as a synonym for phonics
phonetic word. . . . . a word that is pronounced wholly or in part according to phonetic principles
phonetics . . . . . the science of speech sounds
phonics . . . . . the science of speech sounds as applied to reading
phonogram . . . . . a letter or group of letters forming a speech sound - a word element
picture clue . . . . . an element in a picture that gives meaning to one part of the context or the use of an illustration to get the general theme or significance of a unit of reading material
readiness . . . . . a physical, mental, and emotional preparedness for a given learning activity
reading . . . . . the interpretation of printed symbols - reconstructing the facts behind visual symbols
reading readiness . . . . . a general development resulting in a desire, mental ability, and physical capacity for a given type of reading program
regressive eye movement . . . . . right to left return of one or both eyes during reading
reversal tendency . . . . . the tendency of immature children or of children who have practiced immature habits to reverse or confuse letters and word forms
sight word . . . . . a word that is memorized or recognized as a whole
Skimmer . . . . . this device is primarily a rate motivator and timing monitor
speaking vocabulary . . . . . words used correctly in speech
spelling vocabulary . . . . . words spelled correctly in writing
S.R.A. reading accelerator . . . an instrument with a steel shutter that is mechanically propelled down the page used to force the reader to make fewer fixations per line of print, reduce fixation time, and discourage regressions
Tachistoscope . . . . . a device for the rapid exposure of reading materials
visual memory span . . . . . the number of related or unrelated items that can be recalled immediately after seeing them presented
vocabulary development . . . . . extending word meanings

vocalization . . . . . movement of lips, tongue, or vocal apparatus of the throat

vowel . . . . . an unobstructed sound called an open sound because it is made with open throat, mouth, teeth, and lips

whole word method . . . . . word analysis without the physical separation of the word into its phonetic or structural elements

word analysis . . . . . the analyzing of a "new" or of an unlearned "old" word into known elements for the purpose of identification

word discrimination . . . . . the ability to distinguish between the forms or configuration of words

word recognition . . . . . identification of a word by means of a context clue or skill in analysis of the word form

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Listening Skills A. Passive or marginal	Given numerous listening opportunities, the student will be able to respond attentively.	Students may be taught to listen by being quiet and isolating and enumerating as many sounds as possible. The sound may be near or far, loud or soft, high or low, animal sounds, mystery sounds. (a game with eyes closed in which the student guesses what is making the noises) Play Who Am I? One student is sent just outside the door. The teacher points to a student, who then calls out, "Who am I?" If the listener can tell who is calling, he says, "I hear _____." If after three guesses he can't identify the speaker, he takes his seat.[1] The teacher may use a series of pictures that describe an event or a process such as frosting a cake, making a valentine, carving a jack-o-lantern , etc. Tell about the picture but omit one of the steps and have the students find the step omitted. Riddles are fun. The student may create his own. Here is one. I am tall. I grow in a garden. I wear a green dress. I have on a bright hat. I am very beautiful. What am I?

1. Reprinted with the permission of the publisher from David H. Russell and Elizabeth F. Russell, Listening Aids Through the Grades (New York: Teachers College Press), c 1959, Teachers College, Columbia University.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
A. Passive or marginal (continued)		The teacher may take students on a field trip around the school to listen to all the sounds around them.
		The students may play a good marginal listening game such as musical chairs.
		The students may dramatize action poems such as "The Piggy-back Merry-Go-Round."[2]
	Given opportunities, the student will be able to listen passively for a short period of time to a speaker as something is being read.	After setting up conditions conducive to listening, the teacher may have the students listen to a speaker (or tape) relating a brief narrative of interest to the age level.
	Given opportunities, the student will (1) listen regardless of ordinary distractions, (2) increase attention span from ten to fifteen minutes, and (3) be able to sit farther from the speaker and still listen attentively.	Making sure the students can hear clearly with no distractions between listener and speaker, the teacher may (1) have some students listen to speaker, reader, or tape while others continue in quiet activities and (2) have students listen to longer selections of music, narrations, fiction, etc., that is adjusted to their interest level.
B. Appreciative	Given numerous listening opportunities, the student will be able to respond in an appreciative manner.	The teacher may play music and have the student paint, draw, fingerpaint while the music is playing.
		The teacher may provide choral speaking opportunities for careful listening, so students may work out patterns of their own.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may use a "round-robin" listening drill. One student will say a word, a second student repeats it and adds another word and so on until a sentence results. The teacher may have the students create a "round-robin" story. One student tells the first sentence, a second the next, etc., until the last student (or teacher) ends the story. The students may listen to recordings and dramatize the ideas suggested by the music or stories. The teacher may read a poem to the students. The students may draw a picture showing everything they remember about the poem. The student may use fingerplays to develop good listening habits. The student may play the game, "The Tiger Hunt." This is a story of the tiger hunt where students use their hands to dramatize the story as the teacher tells it. The teacher may have the student listen to TV commercials and then reproduce their favorites as closely as possible. The teacher may have the students listen to folk dances and accompany the music with simple rhythm instruments.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
B. Appreciative (continued)		The teacher may have the students whose names begin with the same sound (like Ned, Nancy, Nathan or Jack, Jerry, and Josephine) come to the front of the class and stand in a row. Have the whole class pronounce their names clearly and tell with what letter they begin.[4]
	Given listening situations, the student will be able to show appreciation for rhythmic patterns of syllables within words and poems.	The teacher may provide opportunities for the students to use and hear words or poems and repeat the rhythmic pattern by clapping hands, tapping with a pencil, etc.
	Given a teacher-directed listening situation, the student will be able to respond by describing his reaction (likes and dislikes) to the selection.	The teacher may play records and tapes on varied subjects, e.g. literary classics, and allow each student absolute freedom of expression as to why he likes or dislikes the selections.
C. Attentive	Given various listening situations, the student will respond in an attentive manner.	The teacher may read stories that draw attention to the value of listening to sounds, words, letters, or sentences.
		The teacher may use a puppet that visits the class with special surprises. He speaks softly, and students must listen carefully to hear him.
		The teacher may set up a listening activity by folding a piece of cardboard to make a screen to conceal ten items on a table. Have the students number their papers from 1-10. Call a number and make the sound of that item. Let the students write down what they think the sound is. This activity may also be conducted with oral responses. Some ideas for sound makers are the following: 1. Pouring water from one glass to another. 2. Bouncing a rubber ball. (Continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		3. Turning an egg beater. 4. Rubbing two sand blocks together. 5. Hitting together two rhythm sticks. 6. Crinkling cellophane. 7. Hitting a triangle. 8. Snapping a piece of elastic. 9. Letting the air out of a balloon. 10. Playing a music box.[3] Students may play a game classifying objects as "sounds at home," "sounds on the playground," etc. The teacher may tape sounds at home -- water dripping, refrigerator door closing, starting the washing machine, etc. These can be used in various ways -- in games, creative writing, etc. Students can tape sounds to bring to school. Students may make up stories using sounds instead of words. The teacher may play recordings of musical sketches on the piano. Students compare them for likenesses and differences.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
C. Attentive (continued)	Given various listening exercises, the student will be able to (1) identify likenesses and differences in word sound patterns, (2) hear differences in the voiced and unvoiced beginning consonant sounds, (3) repeat brief oral assignment, (4) compute one-step arithmetic problem, and (5) repeat a number of unrelated words.	The teacher may give the student an exercise in which he must identify parts of the words having the same sound, although the sound may not necessarily be made up of the same letter combination. treat geese fierce tray veil painful The teacher may have the students discriminate between the voiced and unvoiced beginning consonant sounds. Voiced: this, that, they, them, water, witch Unvoiced: third, thick, through, which, when The teacher may give a brief oral assignment of no more than three steps and have student repeat this assignment to another student who was not present at the time the assignment was originally given. The teacher may read a one-step problem as "What is the price of two apples if each apple costs 21¢?" and have the student compute this problem mentally. The teacher may read groups of unrelated words and have the student rewrite these words. The teacher may increase the number of words until the student can no longer repeat all of them. Listed below are examples.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		act, editor, conduct, visit, protect, govern, intent, tailor, army, north, collar, collect.
	Given various listening opportunities, the student will be able to (1) follow a four-step direction with a physical movement, (2) do a two-step mental arithmetic problem, (3) recognize dialect differences, and (4) hear color and mood words.	The teacher may have students play "Clapping Number Game." Each student is given a number and all clap their knees and hands in unison. The student who is "it" snaps fingers and repeats his own number, snaps fingers again and repeats the number of another student who is then "it." The game continues in this manner.
		The teacher may have students compute their own grade by multiplying the number missed and subtracting from 100.
		Suggested activities on the recognition of dialect differences can be found on pages 1 - 8 in the Appendix.
		The teacher may have the students complete the following phrases to create color and mood: as bright as _____ as black as _____ as stormy as _____ as happy as _____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
C. Attentive (continued)	Given a wide choice of listening opportunities, the student will be able to select independently auditory media for (1) his teacher-directed assignments, (2) his self-initiated projects, and (3) his own leisure enjoyment.	The teacher may provide free periods for all students to browse about and listen to tapes, recordings, and broadcasts in listening centers.
	Given ample listening opportunities, the student will be able to (1) respond by directing his gaze the majority of the time on the speaker and, (2) increase the length of listening time that is comfortable for him.	The teacher may give adequate opportunities for each student to apply listening skills by attending school assemblies, hearing speeches given by resource speakers, and participation in various classroom activities involving listening.
D. Responsive	Given a short command, the student will be able to respond immediately to that command.	The teacher may have the student play "Simon Says" type of games. "Simon Says take two steps forward. Take one hop backwards." The teacher may read riddles to the class such as: Question: "If your dog ate your book, what would you do?" Answer: "I would take the words right out of his mouth."[6] The teacher may have the student finish rhymes such as: Sally Sweet you sure are (neat). Susie Black crossed the (track).

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The students may create group rhymes. The class is divided into four or five groups. A leader is chosen for each group. Each group is given a card with a word that is to be used as the rhyming word. Words recently introduced into the reading vocabulary are useful. For example, the words "tree," "went," and "fun" might be used. Each group is to make up a complete rhyme, using the word they have been given, and practice saying it in unison. When the class comes together, each group says its rhyme and the other children identify the rhyming words. The following rhymes are typical:

> Kitten climbed up in the tree
> When the puppy she did see.
>
> The dog saw the tent
> And in he went.[7]

The students may play "I Am Thinking of a Word" game.

> "The teacher says, 'I am thinking of a word that tells something cold you like to eat--ice cream.' When the children have become accustomed to this type of game, a leader from the group may be selected. The child who guesses the correct word is then allowed to be the next leader."[8]

A "good listeners" chart may be made and discussed.

Good Listeners

1. Get ready to listen.
2. Think of what the speaker is saying.
3. Be ready to talk about what has been said.[9]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
D. Responsive (continued)	Given listening opportunities, the student (1) can hear stopping points in an exercise and (2) provide modifying words (adjectives and adverbs) to make the sentence more precise.	The teacher may read orally an exercise with no regard for the punctuation, and the student will identify the number of sentences or phrases. The teacher may read a base sentence (The dog ran to the house.), and the student will provide the modifying words, e.g., The dog ran swiftly to the welcoming house.
	Given three-part oral directions by the teacher, the student will be able to (1) repeat the directions accurately to another and (2) carry out the instructions correctly.	The teacher may dictate three-part directions to students as: Turn to page 64. Read the fifth paragraph. Locate the topic sentence.
	Given listening opportunities, the student will be able to (1) identify main ideas from speeches, debates, and panel discussions; (2) isolate phrases that answer questions; and (3) gain specific information from conducting a simple interview.	The teacher may provide situations in which the student will (1) hear panel discussions, speeches, and lectures and name the main ideas; (2) be able to give correct responses to questions after listening to an oral exercise; and (3) listen and obtain specific information from mock interviews.
	Given listening opportunities, the student will be able to identify figures of speech and be able to gain specific information from conducting a simple interview.	The teacher may provide listening situations that contain figurative language patterns to which the student will listen and identify the figures of speech. Refer to pages 130-133.
E. Analytical	Given varying material of appropriate length, the student will be able to answer pertinent questions concerning that material.	The student may keep a record of all sound heard during a given period of time.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may provide for science experiments and demonstrations that develop analytical listening. The students may number paper as for a spelling test. The teacher asks, "Where do you hear the "t" sound?" The teacher pronounces words such as report, tinkle, tank, port, etc. The student marks on left, right, or middle to indicate placement of letter. The teacher may use motion picture films with creative listening assignments such as: 1. How does musical score help tell story? 2. Look and listen for three important facts. (List them.) 3. How does opening line of film set the theme for the rest of the film? 4. Toward end of film there is a summary that tells the main theme of the whole film. Can you find it? The teacher may scramble oral sentences and have students arrange them in correct order. The teacher may read a short paragraph containing several words that have the same or similar meaning and have the students select the words that mean the same.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
E. Analytical (continued)		The teacher may ask students to listen to special sounds on their way to and from school that they may be able to reproduce in the classroom. The students may close their eyes and see how many sounds they hear in a two-minute period and make a list of the sounds heard.[10] The teacher may provide situations in which the student can record his own voice on tape and replay it. This will give the student an opportunity to critically evaluate his own speech noting intonation, word position, rhythm, and/or speech patterns.
	Given oral listening opportunities, the student will be able to (1) repeat the details and (2) discriminate between the vague and the precise.	The teacher may provide each student the opportunities to give detailed oral reports on a radio newscast. The teacher may provide each student the opportunity to listen to speeches that have been taped or recorded on controversial subjects and have the students evaluate them accordingly.
	Given a teacher-directed listening situation, the student will make valid judgments in relation to his experiences and maturity level.	The teacher may read varied selections (2-5 minutes) and allow the students to respond to prepared questions designed to develop critical listening.

FOOTNOTES

1. David H. Russell and Elizabeth F. Russell, Listening Aids Through the Grades (New York: Teachers College Press, 1966), p. 21.

2. James A. Smith, Creative Teaching of the Language Arts in the Elementary School (Boston: Allyn and Bacon, 1967), p. 92.

3. Ibid., pp. 83-86.

4. Russell, op. cit., p. 35.

5. Smith, op. cit., pp. 76-78.

6. Bennett Cerf, Book of Animal Riddles (New York: Random House, 1964), pp. 33-34.

7. Russell, op. cit., p. 34.

8. Ibid., p. 24.

9. Ibid., p. 27.

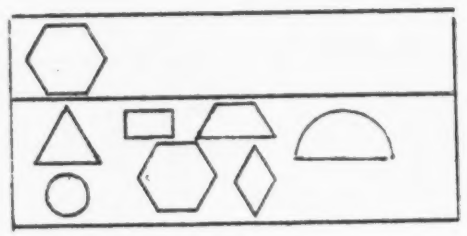
10. Smith, op. cit., 87-88.

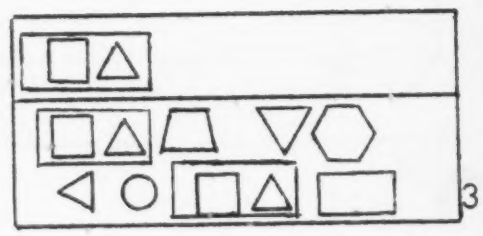
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
II. Word Recognition Skills A. Auditory discrimination 1. Recognizing consonant and vowel sound patterns in rhymes	Given selected groups of sound patterns to listen to having single vowels, the student will be able to orally designate the specific vowel sound patterns.	The students may listen while the teacher pronounces a series of words, all of which have the same vowel sound pattern, and volunteer other words that have the same vowel sound pattern. The following are examples: mad cat fan ham fit fin fish make cake rake --- Pictures from workbooks, magazines, etc., can be collected and pasted on separate pieces of cardboard. The students can arrange the cards into groups on the basis of the vowel sound patterns in the names of the object's pictures. For example, pictures of a bat, cat, and hat would be grouped together. --- The teacher may present the following activity in a three-step sequence. 1. A worksheet numbered from 1-20 is prepared by the teacher. Beside each number are the words yes or no. The teacher will either put on tape or dictate groups of three words. In each of the words the beginning consonant is the same. As the child hears the three words, he listens for the vowel sound. If all three words have the same vowel sound, he will circle the word yes, if not, he will circle the word no. The following are a few suggested words: a. bat bad bag b. bat bet big (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		2. A worksheet, as described above, would be prepared. The words used in this lesson would all end in the same letter as follows: a. bat hat mat b. bat hit met 3. Another worksheet is prepared by the teacher exactly like the one described above. However, in this lesson the consonant will not necessarily be the same at either the beginning or at the end of the words as: a. bat mad ham b. bit mix him
31	Given a group of words, some rhyming some nonrhyming, the student will be able to designate orally the nonrhyming words.	The teacher may read a selected list of words and have the students identify the nonrhyming words such as the following: make fall try fake bell day take small pay rain tall lay pig fill cook fig bill book rag mill tack jig doll hook fat hen cat bet men set cat bun bet rat pen met

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing consonant and vowel sound patterns in rhymes (continued)	Given a series of rhyming words to listen to, the student will be able to say another rhyming word with the same sound pattern.	The teacher may read a jingle or several lines from various Mother Goose verses, and the students may supply the rhyming words. The following is an example: Jack be nimble, Jack be quick, Jack jump over the candle _____. Twinkle twinkle little star How we wonder what you _____. The teacher may give a group of selections containing rhyming words such as: "King Midas was a famous man Who lived in days of old. He loved his daughter dearly, but He also loved his gold."[1]
2. Recognizing consonant and vowel sound patterns in individual letter sounds	Given a selected group of sound patterns having single consonants, the student will listen and be able to designate orally the specific consonant sound pattern in the initial and final position.	The students may listen while the teacher pronounces a series of words, all of which begin with the same consonant letter--belt, ball, bird, be, bone. Students then volunteer other words which begin with the same sound.[2] Riddles such as the following may be used to give practice in auditory discrimination: (Also applicable for final sounds.) I have feathers. I fly high. My name begins like boy and bike. Can you guess my name?

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a list of words containing a specific consonant sound or a consonant combination placed at the beginning, middle, or ending, the student will be able to mark as he is told the position of the consonants.	The teacher may pronounce the following words and have the student identify the position of the designated sounds. z zoo exams squeezing sobs kw queer banquet quiver hw which whirl wheel
B. Visual discrimination of likenesses and differences		
1. Recognizing shapes	Given a group of figures that are alike and different, the student will be able to identify the similar forms.	The student may be given a prepared worksheet on which selected shapes have been drawn. The student is to match the shapes on the page with a selected shape indicated by the teacher.





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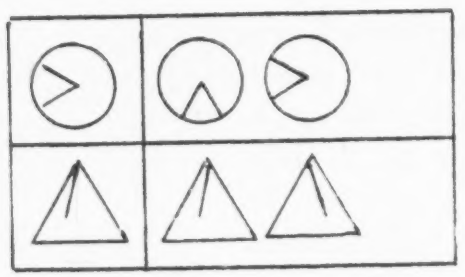

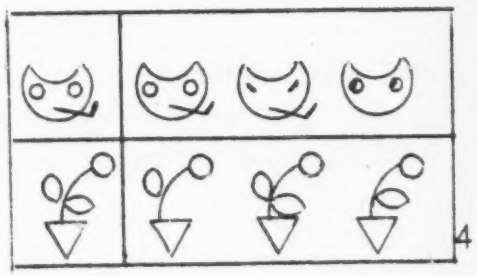

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing shapes (continued)	Given a group of words, some repeated, the student will be able to identify the words that are alike.	The teacher may write rows of words on the chalkboard or on a worksheet. The student is asked to (1) find the word in the row that is like the first word, (2) find the words in each row that are alike, (3) cross out the words in each row that do not belong, and (4) find the matching pairs of words.

(1)

(coat)	boat	(coat)	goat	(coat)

(2)

(fun)	fin	(fun)	bun	fan

(3)

get	get	~~bet~~	get	~~pet~~

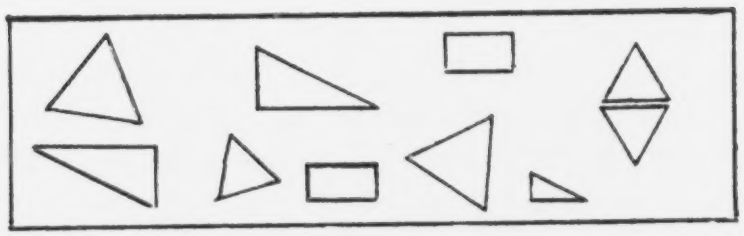
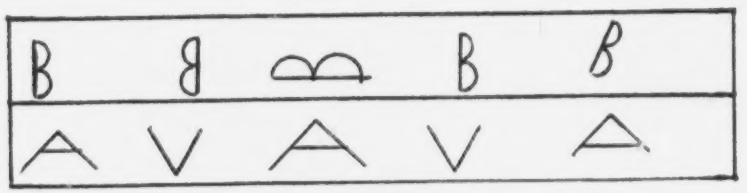
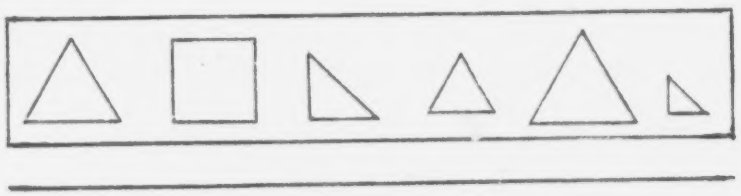
(4)

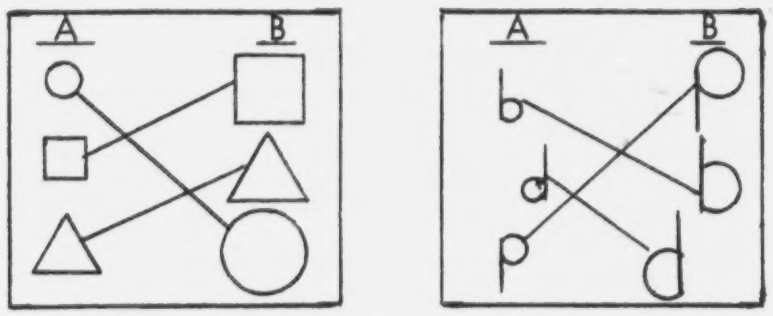
(was was)	tap rap	(box box)

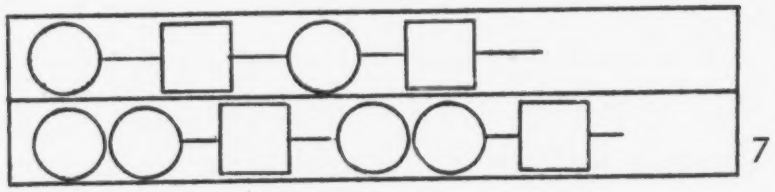
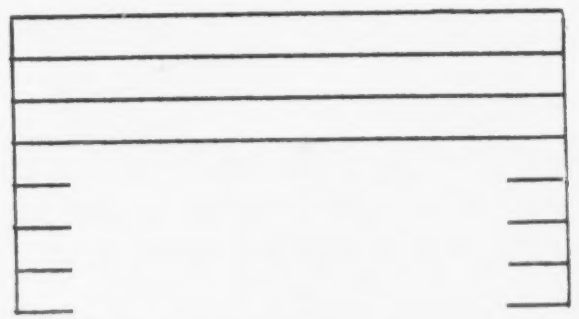
5

The teacher may write a single word on the chalkboard or on a worksheet. Beside the word a sentence is written that includes the word. The student is asked to find the word in the sentence and draw a line under it.

car The car is red.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Discerning position	Given various figures or letters placed in different positions, the student will be able to identify the figure or letter required.	The student may be given a worksheet on which groups of geometric figures have been randomly placed. Some of the figures are alike in form but the positions are not alike. The student is asked to color all of the shapes that are like the one the teacher indicates.  The student is given a worksheet on which rows of symbols have been written. In each row there are actual letters of the alphabet along with symbols having a similar appearance to the letters. The student is asked to find and mark the letters in each row. 
3. Recognizing size	Given figures, letters, or words of similar and dissimilar size, the student will be able to recognize those that are similar.	The teacher may draw a series of geometric shapes on the board. In each row some shapes will be alike in form but different in size. The student is asked to find the shapes that are alike. 

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Recognizing size (continued)		The student may be given a worksheet having two columns of figures. Column A has the figures in a smaller size than those in column B. The student is to match the figures in column A with those in column B by drawing connecting lines. 
4. Understanding letters (case, letter, cursive, manuscript)	Given the lower case letters of the alphabet, the student will be able to name all of the letters in the alphabet.	The teacher may prepare small cards each having a different letter of the alphabet. As the student is shown each of the letters, he says the name of the letter. This should be done both in random and sequential order.
		The teacher may print lower-case letters of the alphabet on a large chart. The student says the name of the letter as the teacher points to each. This should be done in both random and sequential order.
	Given upper-case letters of the alphabet, the student will be able to name all of the letters in the alphabet.	The activities suggested for lower-case letters may be applied to upper-case letters as well.
	Given the cursive connected and unconnected forms of the alphabet, the student will be able to name all the letters of the alphabet.	As students begin the steps in cursive writing, they should be given opportunities to relate each cursive letter with its manuscript form. Directions, spelling lists, and word lists can be written in cursive as well as manuscript form to give students practice in reading both forms.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words with the same initial or ending consonants, the student will be able to identify similar and dissimilar beginnings or endings.	The teacher may write a series of words on the board or on a worksheet and ask students to point to or underline the words having the same beginning or ending consonant. mild, met, pit, melt (beginning) did, bed, bet, bib (ending)
5. Accomplishing progression (left-right)	Given shapes, words, sentences, or paragraphs, the student will be able to attack the figure problem in a left to right, downward progression.	The student may be given a worksheet on which rows of geometric figures have been drawn. The student follows the row of figures across the page going from left to right. At the end of each row the last figure has been omitted. The student must discover the pattern and fill in the missing figure.  7 The student may be given a worksheet on which a pattern has been drawn. The pattern is incomplete. In order for the student to complete the pattern, the student will need to draw lines going from left to right.  8

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5. Accomplishing progression (left-right) (continued)		The teacher may write words included in the student's reading vocabulary on the board. As the student reads the words, he draws a line with an arrow denoting a left to right progression. CAT→ The teacher may write a sentence or paragraph on the board or on a worksheet. As the student reads the sentence or the paragraph, he draws a line denoting a left to right, downward progression. The teacher may use the Controlled Reader or similar devices to help student build this skill. The teacher is referred to the kindergarten guide, Reading and the Kindergarten Child, Appendix, page 15, for material to use for more immature students needing practice in this area.
	Given sets of words having the same letters but placed in reverse order, the student will be able to identify the required word.	The teacher may write groups of words on the board that have the same letters but in different patterns. As the teacher reads a word to the student, the student points to the right word. The following words may be used: on saw now no was won

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
C. Auditory-visual discrimination 1. Recognizing written sound patterns a. Sight words (phonetic and non-phonetic)	Given a group of much used phonetic and non-phonetic words, the student will be able to identify these words.	The teacher may prepare flash cards or charts using such words as the following: Students' names Names of objects in the room Color and number names Picture words --- The teacher may use the following basic sight word lists found in the Appendix: 1. Dolch Basic Word List (page 74) 2. Queen's Sample Graded Word List (page 76) 3. Dale List (rev.by Clarence R.Stone) (page 77) --- The teacher may prepare exercises using the following basic sight word lists found in the Appendix: 1. Word Opposites Test - Botel (page 81) 2. "The 4000 Word List" (page 92) 3. Phonogram List - D.D. Durrell (page 87) ---
	Given a list of words containing both phonetic and non-phonetic spellings, the student will be able to identify the words that are spelled according to phonetic structure.	

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Systematic word attack		
1) Single consonant letters and sounds	Given a series of pictures that begin with a single consonant sound, the student will be able to say the name of the picture and identify the consonant.	The teacher may collect a number of pictures from workbooks, catalogs, or magazines and paste each picture on a separate piece of cardboard to make handling easier. The student is to arrange these into groups on the basis of the initial sound of the name of the object pictured, i.e., pictures of a ball, baby, boat are put in one group, and pictures of a house, hand, horse are put in another.[9]
		The teacher may paste pictures from workbooks, magazines, or catalogs on a piece of tagboard that has been divided into nine sections. Acetate is used to cover the tagboard. As the student says the name of each pictured object, he writes with a crayon the letter of the alphabet with which each object begins.
	Given words containing the initial, medial, and final f, the student will be able to recognize the letter and its sound and identify its position within the word.	The teacher may use the following word lists in preparing different exercises for this objective as well as for the next 24 objectives. Additional words may be found in the Appendix on pages 57 - 63.

initial	medial	final
face	sofa	if
five	perfume	safe
fan	after	roof

initial	medial	final
milk	lemon	arm
mud	hammer	him
moon	coming	room

Given words containing the initial, medial, and final m, the student will be able to recognize the letter and its sound and identify its position within the word.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words containing the initial, medial, and final d, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: day, down, desk — medial: candy, Indian, shadow — final: old, find, bed
	Given words containing the initial and medial h, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: hello, has, hut — medial: behind, perhaps, ahead — final: (not common)
	Given words containing the hard sound of g in the initial, medial, and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: goal, gun, gap — medial: August, tiger, wiggle — final: pig, tag, log
	Given words containing the soft sound of g in the initial, medial, and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: George, ginger, germ — medial: original, wager — final: fudge, large, rage
	Given words containing the initial, medial, and final g (both hard and soft sounds), the student will be able to recognize the letter and its sound and identify its position within the word.	initial: glad, gem, ginger — medial: dragon, buggy, larger — final: rug, large, orange
	Given words containing the initial, medial, and final b, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: big, but, box — medial: ribbon, baby, table — final: web, job, rub

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Single consonant letters and sounds (continued)	Given words containing the initial, medial, and final n, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: not, need, name — medial: animal, into, many — final: soon, ten, fun
	Given words containing the initial, medial, and final r, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: rob, round, rain — medial: glory, organ, carry — final: chair, or, their
	Given words containing the initial, medial, and final t, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: tell, take, tie — medial: water, after, better — final: fast, feet, cut
	Given mixed words containing initial, medial, and final d, t, and b, the student will be able to recognize the letters and their sounds and identify their position within the word.	initial: dime, time, bind, tale — medial: ribbon, written, ridden, hidden — final: mad, mat, nab, bad
	Given words containing the regular sound of s in the initial, medial, and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: soap, sell, side — medial: fasten, sister, eraser — final: this, us, glass
	Given words containing the initial and medial j, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: jam, joy, jump — medial: enjoy, major, rejoice

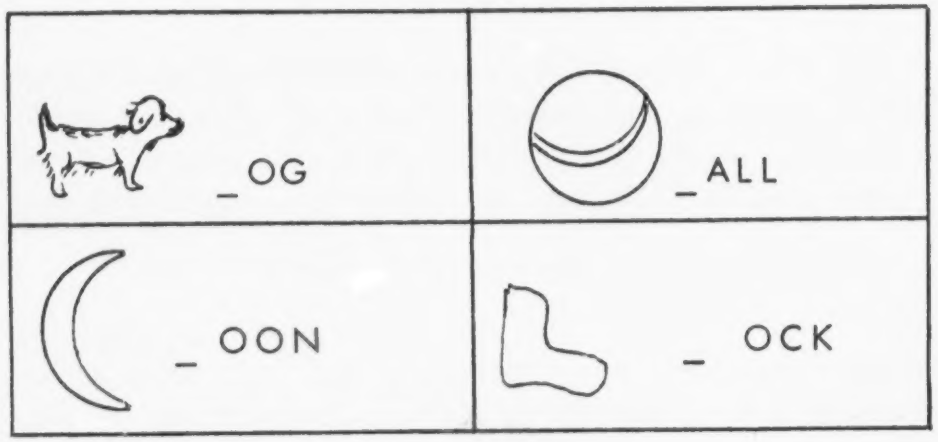
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words containing the initial, medial, and final k, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: keep, kitten, kind medial: token, basket, broken final: plank, link, mink
	Given words containing the initial, medial, and final p, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: puff, pet, pad medial: apple, paper, open final: deep, shop, cap
	Given words containing the initial, medial, and final v, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: vine, very, vote medial: over, driver, seven final: love, have, hive
	Given a mixed list of words containing the initial and final v and f, the student will be able to recognize the letters and their sounds and identify their positions within the words.	initial: vat, fat, vine, fine final: calve, calf, half, strive
	Given words containing the initial and medial c, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: call, cow, came medial: fraction, second, picture final: scenic, arsnic, frantic

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Single consonant letters and sounds (continued)	Given a mixed group of words containing the c and g sounds, the student will be able to recognize the letters and their sounds and identify their positions within the words.	coal cap goal gap coat luck goat lug
	Given words containing the soft sound of c in the initial, medial, and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: city, cent, cell medial: acid, ascent, accept final: face, twice, race
	Given words containing the l in the initial, medial, and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	initial: let, like, lag medial: asleep, yellow, children final: all, girl, full
	Given words containing s with the z sounding in the medial and final positions, the student will be able to recognize the letter and its sound and identify its position within the word.	medial: easy, husband, music final: is, lose, was
	Given words containing the qu combination in the initial, medial, and final positions, the student will be able to recognize the combination using both the kw and the k sounding and identify its position within the word.	initial: quiet, quit, queen medial: equal, liquid, squirrel final: croquet, antique, etiquette
	Given words containing x, the student will be able to recognize the letter and use the ks, z, and gs sounding in these words.	z: xylophone gs: luxury, example, exact ks: taxi, tax, index

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may use other techniques such as the following to teach all consonant sounds:

Initial Consonants



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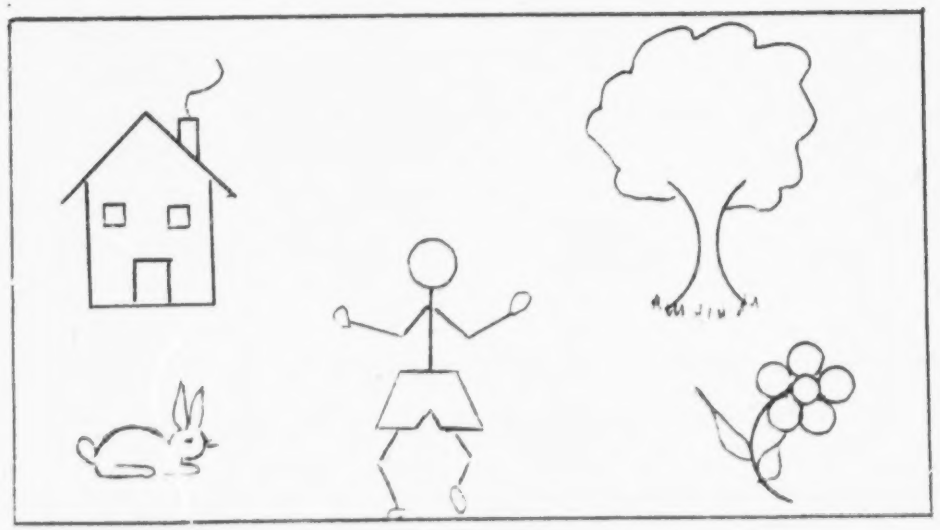
On a picture drawn on a blackboard or on papers, the student may be asked to label each item with its initial consonant.



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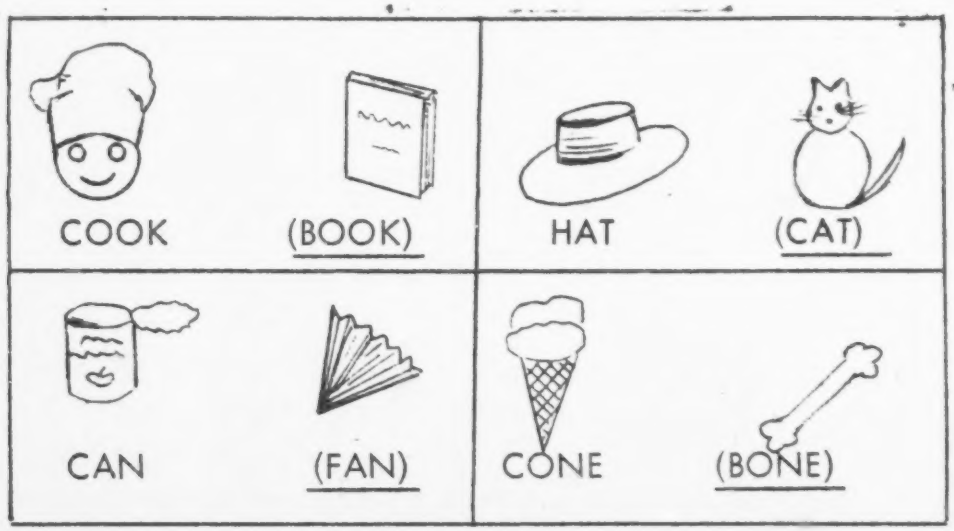
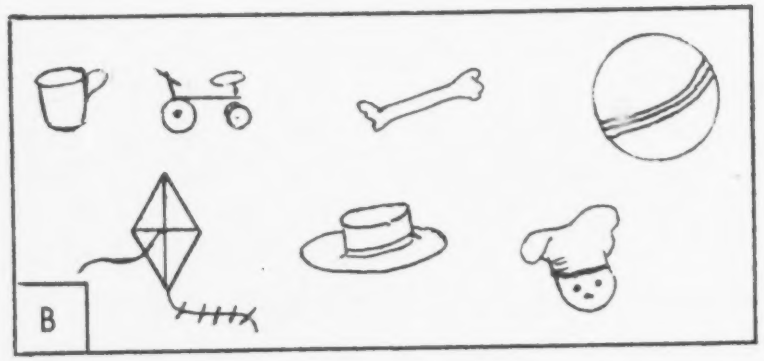
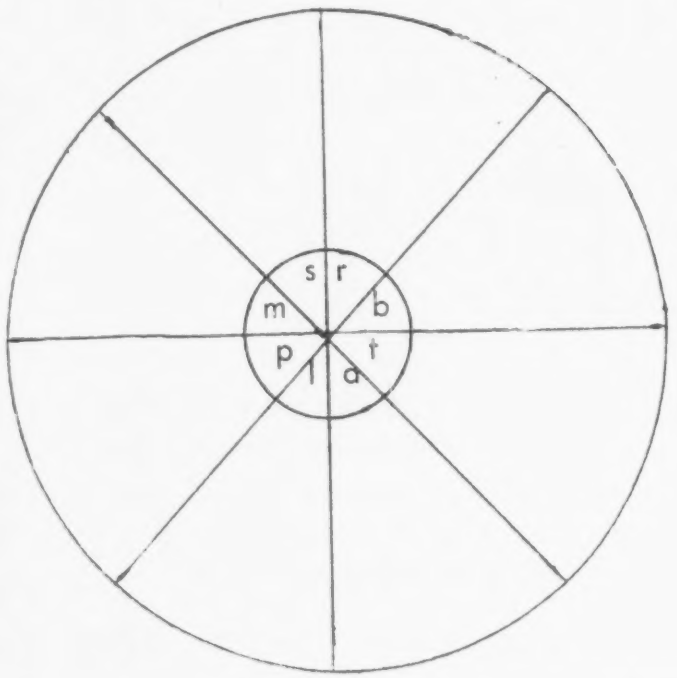
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Single consonant letters and sounds (continued)		Rhyming Puzzle  12 The teacher may use the "I Spy Game." The "it" stands in front of the class and tells the beginning sound of something in the room. The one who guesses what the thing is becomes the next "it." 13 The student may make a picture dictionary for consonant sounds by looking through magazines to find pictures with names that begin with certain letters that he cuts and pastes on the appropriate pages of his "dictionary."

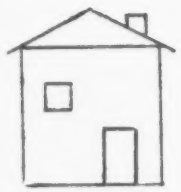
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The student may color all the pictures that have names beginning with the letter in the square. 14



The student may draw a picture of something that has a name beginning with the letter in that part of the circle. He may also write the name of what he has drawn beside his picture. 15



SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Single consonant letters and sounds (continued)	Given a picture of a word and an isolated consonant sound of that word, the student will be able to identify the position of the desired consonant sound within the word.	The student may be given worksheets with pictures such as the following. The student is then given one consonant sound that can be found in the initial, medial, or final position of each named object. After saying the name of each picture, the student places the designated letter in the correct box. I M F [ ] [ ] [g] (g) I M F [ ] [v] [ ] (v)  I M F [h] [ ] [ ] (h)[16]
2) Short regular vowel sounds	Given the alphabet to view, the student will be able to identify the individual letters or isolated groups as being either vowels or consonants. Given a group of one-syllable words having a short a in the initial or medial position, the student will be able to blend the sound patterns together to correctly pronounce the word.	The students will respond to the teacher's request of holding up a card to show either a consonant letter or a vowel letter. The teacher may write a series of words on a chart or the board. The student reads each list changing only one sound to form each new pattern. can bad bag at cap am Al cab man dad nag sat lap dam Hal jab[17] fan had sag fat map ham pal ran pad rag cat nap jam Sal pan mad tag bat rap Pam tan fad wag pat sap ram Dan lad nat tap Sam Nan sad rat van

16. Special permission granted by "Read, Study, Think," No. 3, 1965, p. 16, published by American Education Publications/A Xerox Company, Columbus, Ohio.

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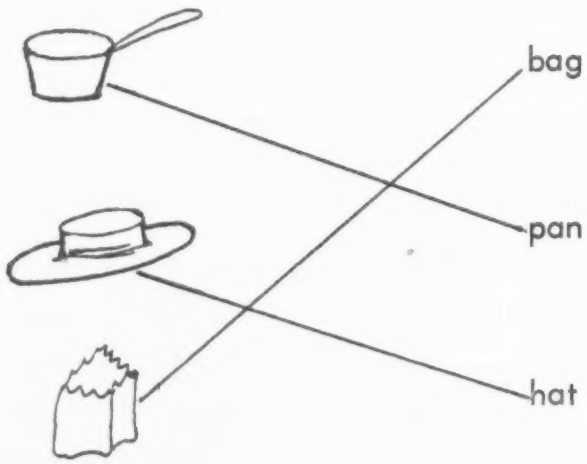
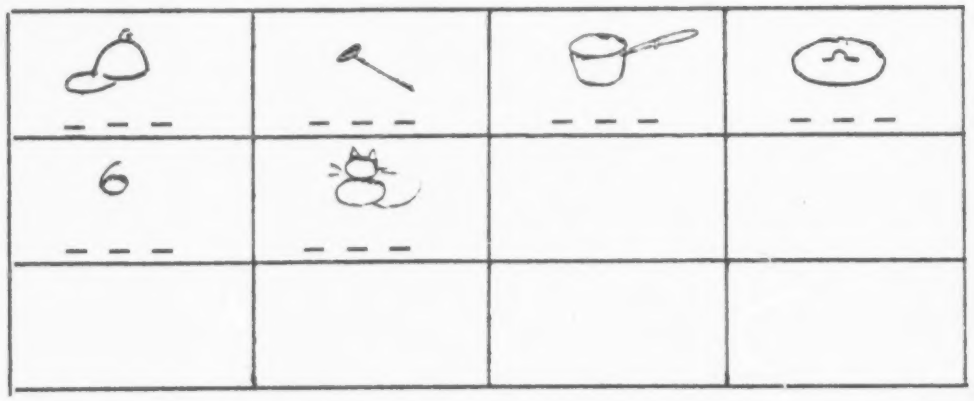
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given groups of one-syllable words having a short i in the initial or medial position and have one consonant in the final and/or initial position, the student will be able to blend the sound patterns together to correctly pronounce the words.	The technique suggested for the short a (see above) may be used with the following words: it, bit, fit, hit, kit, lit, pit, sit in, bin, fin, pin, tin, win big, dig, fig, jig, pig, rig, wig did, lid, hid, rid, Sid him, Jim, rim, Tim dip, hip, lip, rip, sip, tip, zip --- The teacher may write a list of short a words on the blackboard. Next to this list another group of words is written. This group is like the first except that the vowel is changed such as: at, it bat, bit fat, fit hat, hit --- The teacher may prepare a worksheet having pictures of words containing a short a or i and have the student write the correct word under each picture. c a p c a t p i g ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2) Short regular vowel sounds (continued)		The teacher may prepare a worksheet having a row of pictures and a row of words. The student draws a line from the picture to the correct word.  The teacher may collect a number of pictures from workbooks, catalogs, or magazines and paste them on a large piece of tagboard with acetate pasted over the card. The student writes the correct word under each picture. 

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of one-syllable words having a short u in the initial or medial position, the student will be able to blend the sound patterns together to pronounce the words.	The teacher may use the same suggested teaching techniques as used for short a, i, and o to accomplish the objective. The following is a suggested word list: but bug bun bud cup bus hum cub cut dug fun mud pup Gus sum rub hut hug gun up us tub [19] nut jug run rut lug sun rug tug
	Given a group of one-syllable words having a short e in the initial or medial position, the student will be able to blend the sound patterns together to pronounce the words.	bet beg Ben bed pep yes hem web [20] get leg den fed jet peg hen led let Ken Ned met men red net pen Ted pet ten set wet yet
		The teacher may prepare small cards, each having a picture pasted on it. The student can either match the pictures having the same vowel sound, match the pictures that rhyme, or spell the word as he is shown the picture.

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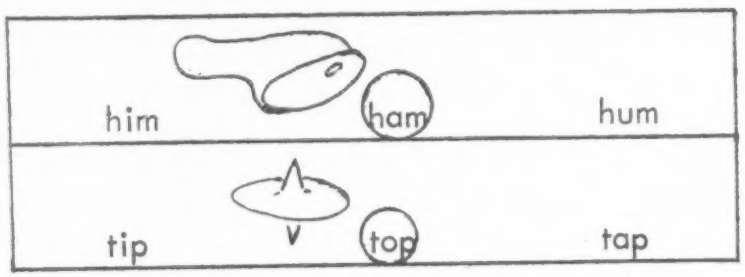
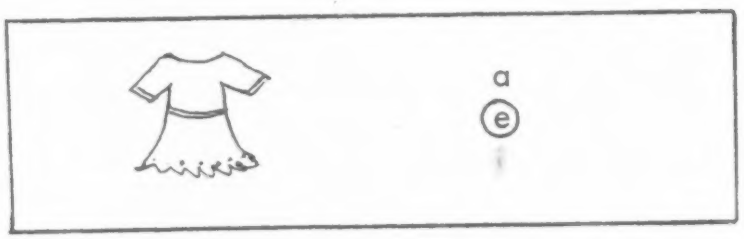
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2) Short regular vowel sounds (continued)	Given a group of one-syllable words having a short o in the initial or medial position, the student will be able to blend the sound patterns together to pronounce the words.	The suggested activities listed for short a and i can be also used for short o. It is suggested, however, that the teacher review short a and i in introducing short o. The following is a suggested word list to accomplish the objective: cot dog Don nod hop mom Bob box dot fog on pod mop Tom cob fox got hog rod pop job ox [21] hot jog top rob jot log sob lot not pot rot
	Given a group of one-syllable words having a mixed selection of vowels in the initial or medial position, the student will be able to blend the sound patterns together and pronounce the words.	The teacher may prepare the following worksheets: 1. Circle the word that names the picture.  [22] 2. Circle the vowel whose sound you hear in the word that names the picture.  [23]

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher and student may each make a tape pronouncing words from an identical list. The student plays the tape as many times as necessary to learn the correct sounds. The student may be given a worksheet on which the five vowel letters are written and asked, either by the teacher directly or on a tape, to say each of these letters. Below the row of vowels are letter combinations that can be made into a word by writing in the correct vowel. The teacher dictates a word to the student with the beginning and ending consonant of a word from the worksheet. The student listens to the word and inserts the correct vowel on the line as follows: a e i o u b _ g (big) b _ g (bag) The student may be given a worksheet having ten words with the consonant - vowel - consonant pattern on which he has been working. Below each word are some lines. As the teacher reads the word, the student listens to the sounds. The teacher will then dictate other words for the student to write on the lines. Each word will have the same beginning and ending consonant as the first word; however, each new word can be built by changing the vowel as follows: hat bad _____ (hit) _____ (bed) _____ (hot) _____ (bid) _____ (hut) _____ (bud)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2) Short regular vowel sounds (continued)		The student may be given a worksheet numbered from 1-20. Beside each number are the vowels a e i o u. The student will have three words dictated either by the teacher or from tape. These words will have a consonant-short vowel-consonant pattern. All three words will have the same short vowel. As the student listens to the three words, he must decide which of the short vowel sounds he hears. He circles the correct letter on his paper. This activity can be done in a three-step progression as follows: 1. All words having a different beginning consonant but the same vowel and ending consonant such as man, tan, ran. 2. All words having a different ending consonant but the same initial consonant and vowel such as mad, man, map. 3. All words having a different beginning and ending consonant but the same vowel sound such as bad, fan, sat. --- The student may be given a piece of writing paper. The teacher reads several simple short sentences built from words having the consonant-short vowel-consonant pattern. Each sentence is dictated three times. The student writes the entire sentence on his paper. The following is an example: Nan is fat. Dan ran and sat. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given opportunity to view pictures the names of which begin with a normal short vowel, the student will be able to identify the picture and the vowel with which the picture's name begins.	The teacher may show pictures of objects whose names begin with the short vowel sounds. The student may identify the correct vowel sound. The following words may be used: egg octopus apple umbrella ink
3) Blends a) Initial	Given words containing initial consonant blends such as br dr fr gr tr bl cl fl gl pl st sm sp sw cr sl str tw pr sk scr sn spr squ, the student will be able to pronounce the word.	The teacher may prepare lists of words as the following for the student to read: brat flag crib scrub drag glad slip fret plod strut sprig grit stop twin trot smog prod blot spot quit clog
		The teacher may make up silly sentences containing consonant blend words, and the student will fill in the missing letters. 1. The (tr)ramp will (tr)avel on the (tr)ain. 2. The (st)orm will (st)art and the (st)op. 3. He didn't (dr)ink a (dr)op of water.
		The teacher may prepare a worksheet as the following and have students fill in the answers: 1. What comes after second? (third) 2. What he says when he chases the cat is (scat).

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
a) Initial (continued)	Given a group of words containing initial consonant blends, the student will identify the initial consonant blend shr.	The teacher may prepare exercises that require the student to identify words beginning with shr. (shr)ine (shr)imp scream spruce (shr)ug (shr)ink street
	Given a group of words containing initial consonant blends, the student will be able to recognize and identify the initial consonant blend sch.	The teacher may have the student identify words beginning with the blend sch from a prepared list of words beginning with consonant blends. (sch)ool squint (sch)ooner spool (sch)olar square strap
	Given a group of words containing initial blends, the student will be able to recognize and identify the initial blend dw.	The teacher may have the student read such words as: dwarf dwell dwindle
b) Final	Given words containing final consonant blends as: nk ft nt st sk sp ng ld rt rd rk nd, the student will be able to pronounce the words.	The teacher may prepare a list of words for the students to read such as: fold pest desk hold rasp dark must sang left dent hard cart dust pink hang

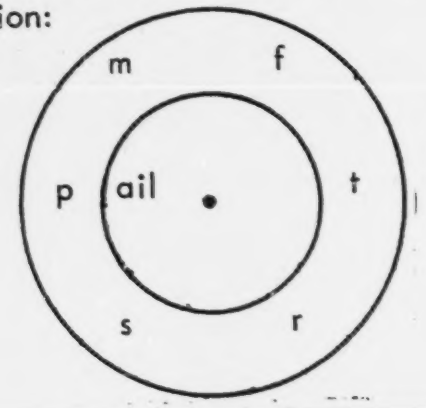
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of one-syllable words having a consonant blend in the initial and/or final position, the student will be able to blend the sound patterns together and correctly pronounce the words.	The teacher may place a list of words on the board. Included in the list is a known word. The remaining words will have a common pattern. The student will read the list of words correctly. band flat cling hand flap fling land flag sling sand flop swing
	Given a group of words containing final blends, the student will identify the blend ct and sp.	The teacher may prepare exercises that will require the student to circle the required blend in each word as follows: affect select neglect wasp grasp rasp
	Given a group of words containing final blends, the student will identify the final blends mp pt rk rl rn ts.	The teacher may prepare exercises that will require the student to circle the blends contained in words such as: pattern horn born Earl whirl pearl Egypt interrupt adopt fork park lark waits pets sits pump stump tramp
4) Long vowel sounds	Given words containing the long a sound made by different letter combinations, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: ay ey a-e ai ei ea day they fate sail reign great

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4) Long vowel sounds (continued)	Given words containing the long e sound made by different letter combinations, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: ee feet, ea neat, ei deceive, i ski, ey key, ie brief
	Given words containing the long i sound made by different letter combinations, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: i-e kite, ie pie, ei height, uy buy, ui guide
	Given words containing the long o sound made by different letter combinations, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: ow show, oa boat, o-e note
	Given words containing the long u sound made by different letter combinations, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: ew flew, u-e tube, ue due, ui suit, you
	Given words containing the vowel o followed by the letters ld in which the o is given the long pronunciation, the student will be able to pronounce these words.	The teacher may pronounce the following words and have the student identify the sound heard: old, mold, gold, hold, told, fold, sold, cold, bold

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may cut one tagboard circle 5" in diameter and another 7" in diameter. Place these circles one on top of the other, center together and fasten them through the center with a paper fastener so they will turn freely.

On the inner disc, write a word foundation letter combination. On the outer disc, write initial consonants that can be prefixed to the center letters to form new words. The following is an illustration:



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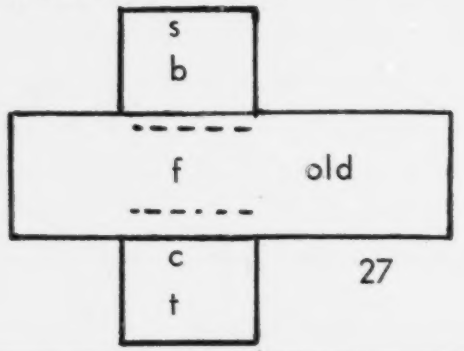
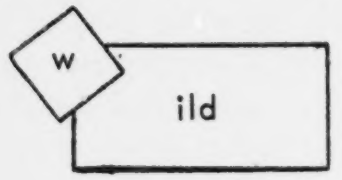
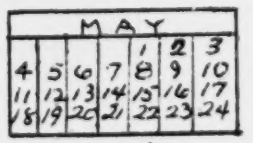
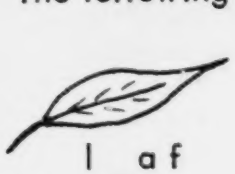
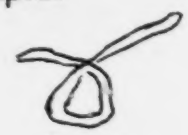
The teacher may cut two tagboard strips 2" x 5" each. On one strip write the sound pattern to be built and in front of it cut two horizontal slits 2" long. On the second strip, write initial consonants or blend sounds that will blend with the sound pattern to form new words. Slip this second strip through the horizontal slits in the first strip as illustrated below. By sliding one card through the slits, the student can blend the sounds on each to form new words.



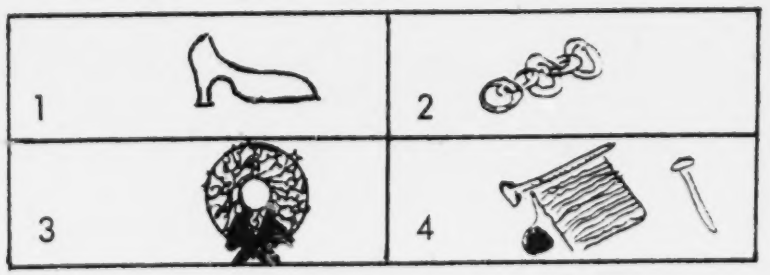
27

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4) Long vowel sounds (continued)	Given words containing i followed by ild ight gh, the student will be able to pronounce the words.	The teacher may print word endings on three pieces of rectangular tagboard. On smaller pieces of tagboard that are attached to the upper left hand corner of the larger tagboard with a brad, the teacher prints a beginning consonant. The student will then be able to flip the beginning consonants to make new words that he will then read. The following is an illustration:  The following are some suggested combinations to be used with the above: -ild: wild, mild, child -ight: light, bright, night -igh: high, sigh, thigh
	Given a group of one-syllable words having two vowels in the medial position, the student will be able to blend the sound patterns together and select the correct pronunciation of the words.	The teacher may prepare worksheets such as the following that requires the student to fill in the missing vowel: b_at r_in s_ilboat  w_ek wh_el b_ads

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may present a passage containing words that follow this vowel pattern and direct the student to underline as many of these words as he can find. The following word list may be used: chain beat feed moon took boat mail dream seed noon look coat wait leaf keep soon book goat rain teach queen load paid seat green road The teacher may wish to point out that in each of these cases only the first vowel is heard. The first vowel does the talking while the second does the walking. The number of exceptions to this rule may be found on page 67 of the Appendix.
61 - 13	Given a group of one-syllable words having two vowels, one of which is the final e, the student will be able to blend the sound patterns together and select the correct pronunciation of the words.	The teacher may prepare the following worksheets: 1. Change these short vowel words to long vowel words. Add a vowel to make the first vowel sound its own name. hid____ hat ____ pal ____ can ____ rip____ rat ____ plan ___ fat ____ pin____ fin ____ strip ___ rid ____ 2. Remove the silent e and change the vowels in these words from the long to the short sound. tape ate use hide tube hope

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4) Long vowel sounds (continued)		The teacher may prepare a worksheet requiring the student to fill in the missing vowel in the blank to form the name of the picture. The following is an example:  l _ a f  r _ p e
	Given a group of one-syllable words having a vowel at the end of the open syllable, the student will be able to blend the sound patterns together and select the correct pronunciation of the words.	The teacher may use the following word list in exercises to accomplish the objective: go by fly do he no my fry to me so cry shy she dry why we try be
	Given a list of one-syllable words ending in two consecutive vowels, the student will be able to blend the sound patterns together and select the correct pronunciation of the words.	The teacher may use the following word list in exercises to accomplish the objective: day see moo Joe blue may bee too toe stay three say free clay
5) Consonant and vowel digraphs	Given words containing the initial consonant digraphs ch sh th (voiced and unvoiced) wh ph, the student will be able to pronounce the words correctly.	The teacher may use the following word list in exercises to accomplish the objective: chain shame think when them phrase chair shot thick white than photo change shell third wheat this phone

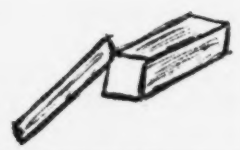
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words containing the final consonant digraphs sh ch ck th (voiced) sh ph gh, the student will be able to pronounce the words correctly.	The teacher may use the word list below in exercises to accomplish the objective: back tenth march rough fish pick both bench tough lash duck bath peach graph push --- The teacher may make up word cards containing several words with the same digraph such as the following: where which white wheat when they then this there them --- The teacher may distribute a word card to each student. Have each student read his card aloud. The teacher writes shine, cheese, those, what on the chalkboard. She frames cheese and says, "Those who have words that begin like this word stand." The teacher further asks, "How is your word like cheese?" --- The teacher may make up flash cards containing two words such as click, chick, dish, and wish. Place the words in the chalk tray in random order. Students play the games in pairs. As the teacher pronounces a word, the students touch the proper word on the card and say the word aloud. The student who touches the word first may take the card. When all the cards have been taken, the students count to see who is holding the most cards. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5) Consonant and vowel digraphs (continued)		The teacher may prepare a number of one-word flash cards. Each student will be given two cards. The students listen carefully as the teacher says a word that ends like one of the groups of cards such as track. Then each player who has a word that ends with ck must stand before the group, show his card, and say the word. (Consonants or blends in the initial position could also be used.) The following words are suggestions for this exercise: sh / push, dish, wash, wish ck / black, neck, trick, stick ph / phrase, phone, photo, phony The teacher may prepare worksheets such as: 1. Write the correct word in the blank. 1. He tied a _____ (not / knot) in the rope. 2. Please, _____ (rap / wrap) the package. 2.  (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of words containing vowel digraphs ai oa oo ay ea ee au aw ei ow (blow), the student will be able to pronounce these words.	Write the two letters with which each of the names of these pictures begin. (above) 1. _____ 3. _____ 2. _____ 4. _____ The teacher may use the following word lists in exercises to accomplish the objective: ai: rain, tail, chain oa: toast, goal, soak ay: day, play, may ea: meat, seal, clean ee: meet, peel, feel aw: saw, draw, law ei: seize, leisure, ceiling long oo: room, boo, tooth au: faun, caught, taught short oo: book, foot, wood long ow: crow, yellow, flowing short ea: bread, weather, ready The teacher may give the student a list of words and ask the student to cross out the silent vowel. seal fail toad The teacher may prepare a worksheet such as: Say these words softly to yourself. If you hear the oo sound as it is heard in the word boo write long after the word. If you hear the oo sound as in foot write short after the word. 1. cool _____ 3. tooth _____ 2. moon _____ 4. wood _____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5) Consonant and vowel digraphs (continued)		Note: Many book series show the two sounds of oo thus: book - b u̇ k moon - m ü n --- The student may be given a worksheet on which he is asked to find the correct word in the word list and write it below the corresponding picture. [28]
	Given a group of words containing vowel digraphs, the student will be able to recognize and identify the vowel digraphs ie oe ue ui.	The student may be asked to identify the vowel digraphs ie oe ue ui in words such as the following: canoe believe blue fruit grief juice pier hue shoe tier ---
	Given a group of words containing vowel digraphs, the student will be able to recognize and identify the specific vowel digraph ia.	The teacher may prepare exercises that will require the student to circle the ia vowel digraph in words such as: Asia amnesia ---

booth moon cook | wood spool rooster | groom hood book | foot school brook

1. 	2.	3.
WOOD		

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of words containing vowel digraphs, the student will be able to identify the specific vowel digraphs eo eu.	The teacher may prepare exercises that will require the student to circle the specific vowel digraphs eo eu in words such as the following: leopard deuce feud dungeon
	Given words containing the vowel digraph ae , the student will be able to identify the digraph and pronounce the words.	The teacher may introduce the digraph ae (often encountered in Greek Mythology) by having the student circle each ae digraph. Some examples of words that might be used are: Aegean Aegeus Daedalus Aegis Aethra Hephaetus
6) Diphthongs	Given words containing the vowel diphthongs ou ow (cow-house) oi oy, the student will be able to pronounce the words.	The following word list is an example of the objective: ow ou oi oy owl sound boil boy howl mouse coil joy town house soil toy (ou sound)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6) Diphthongs (continued)		The teacher may prepare worksheets as: 1. Here are some definitions of oi and oy words. Write the word for each definition. 1. Happiness (joy) . 2. Get together with (join) . 3. Heat a liquid (boil) . 29 2. Complete the sentences below using the follow-words: shout loud found count out sour trout south 1. Please do not _____ in class. 2. Dad fished for _____ in the brook. 30 The teacher may prepare a worksheet on which a story is written. The student is to use the underlined words in the story to fill in the spaces in the sentences that will follow. The following is an example: All day the wind howled. The snow fell like white powder over the town. Tim and Sal took off snowy brown boots. Then they ran to see Mom. Mom said, "Look at the flowers I got downtown." "Is that all you got?" asked Tim frowning. Mom said, "Stop frowning, Tim. Here are some balloons for Sal and a clown for you. You show Sal how to blow up the balloons. I will start the clown."

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		Tim helped blow up the balloons. Then Sal started to throw them to him. Mom wound up the clown. Its arms went up and down. Pal, the dog, growled and chased the clown. 1. The wind _____ all day long. 2. The snow looked like white _____ . 3. Mom got flowers _____ . 4. Tim and Sal took off _____ boots. 5. Mom found a _____ for Tim. 6. Pal _____ when he saw the clown. 31
7) Silent letter combinations	Given a group of words containing diphthongs, the student will be able to identify the specific diphthong ear.	The teacher may prepare exercises that will require the student to circle the specific diphthongs in words such as: appear dear clear
	Given words containing the silent consonant and vowel combinations kn gn gh ten ck mb wr dg, the student will be able to pronounce these words.	The teacher may prepare a worksheet with words containing the silent consonant and vowel combination. The teacher pronounces each word. The student listens for the sounds he hears and crosses out any letters for which he does not hear a sound. The following words may be used for this exercise: knee light listen back lamb write dodge gnaw know night fasten clock comb wrong bridge gnat

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
7) Silent letter combinations (continued)	Given words containing identical double consonants, the student will demonstrate that usually the two consonants have one sound and that he will be able to pronounce the word.	The student may mark out the silent letter in the following words that contain double consonants: mitten summer chopper ladder sparrow missing tunnel hammer rabbit killed
8) Vowel controllers	Given words containing the er ir ur or ar letter combinations, the student will be able to pronounce these words.	The teacher may write sample r controlled vowel words on the board and read a list of other such words to the class. The students designate whether the words contain an or ar or er sound combination. The following are sample words: part star horse her stir urge born far ever corn barn herd dirt fur torn car horn berth term serve birth burn order arch
	Given words containing a followed by l ll w u, the student will be able to pronounce the words.	The student may be asked to pronounce the following words: talk all wall saw claw haul walk tall fall draw straw because salt small call lawn drown fault halt hall ball drawn jar Paul
9) Variants (Consonants)	Given words that contain the consonant d and the -ed ending, the student will be able to (1) pronounce the d as its primary sound, e.g., door (2) pronounce the -ed in a one-syllable word as the sound of t or d.	The student may indicate the words in the following list that have the primary sound of d or the sound of t. (The teacher should make the student aware that -ed endings added to words ending in d or t have a constant sound in the added syllable--hunted/handed.) d differ d depend d dipper t stopped t chopped d called

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words in which the letter f has its primary sound (fair) and the letters ph and gh have the sound of f, the student will be able to pronounce the words.	The student may list words that contain the f sound in three categories and pronounce them. The following are examples: primary f: found, form, fact ph: phone, orphan, phase gh: rough, tough, cough
	Given words in which ck qu and c represent the sound of the consonant k, the student will be able to pronounce the words.	The student may list the words that contain the sound k in four categories and pronounce them. The following are examples: k and c: color, cope, cape k and ck: chick, lock, duck k: brake, keep, key k and qu: quit, queen, quill
	Given words in which the consonant n has its primary sound and also the nasal sound when n comes before g, the student will be able to pronounce the words.	The student may list words that contain the sound of n and ng and pronounce them. The following are examples: n: never, need, now ng: sing, thing, sting
	Given words in which the consonant s has the primary sound of s and the sound of z, the student will be able to pronounce the words.	The student may indicate the sound of s that is heard in the following words by writing s or z on each blank. z was, z cheese, z nose s dress, s spring, s instead

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
9) Variants (Consonants) (continued)	Given words in which the consonant x has the sound of ks (vex) or gz (exist), the student will be able to pronounce the words.	The student may indicate the words that have the sound of ks or gz represented by the consonant x. The following are examples: ks fox ks vex gz example gz exist gz exercise ks flax 33
	Given words containing w used as a consonant, a diphthong, and a digraph, the student will be able to pronounce the words.	The student may write words showing the three uses of w and pronounce the words. The following are suggestions: consonant: wagon, water diphthong: how, crown digraph: own, grow
	Given words containing the letter y used as a consonant sound as well as the long and short i sound, the student will be able to pronounce each word.	The student may write words showing the three uses of y and pronounce the words. consonant: yard, yellow long i vowel: fly, why short i vowel: duty, pony 34
9) Variants (Vowels)	Given words that have the four sounds of ou , the student will be able to pronounce the words.	The teacher may write lists of words each having one of the four sounds of ou and have the student pronounce the words. shout: bound, ground, cloud though: pour, soul, dough through: group, soup, you tough: rough, double, young

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words in which ey and ei have the long sound, the student will be able to pronounce the words.	The student may be given a list of words that represent examples of ey and ei having the long a sound. The student is asked to underline the letters making the a sound. they = a weight = a sleigh = a prey = a neighbor = a hey = a
2. Recognizing word parts a. Base words	Given a list of familiar base words to which beginnings or endings have been added, the student will be able to identify the base word.	The student may be given a list of words with endings and asked to indicate the known base word. The following are examples: dogs sleeping jumped walking boys looked The student may be asked to underline the base word from which each larger word is made such as: reading rebuild sketches golden prepay sadly seventh distrust compatriot
	Given a list of words that contain a combination of prefix, base, and suffix, the student will be able to identify the base word.	The student may be given a list of words and asked to identify the base word such as: irregularity uncertainty improperly unreasonable unattractive misstatement

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
a. Base word (continued)	Given a list of words that contain a base and suffix where the spelling of the base word has been changed, the student will be able to identify the base word.	The teacher may prepare exercises such as the following and have the student write the base word: grinned (grin) actually (actual) hoping (hope) beautiful (beauty) (Note these examples of unusual spelling changes) miraculous (miracle) expulsion (expel) admission (admit) scientific (science) reception (receive) pianist (piano)
b. Plurals	Given words written in either the singular or plural form, the student can demonstrate an understanding of the effect each has on the meaning of the word.	The following activity is an example of changing words ending in *y*: Several sentences are written on the chalkboard or on a worksheet. The word to be written in the singular or plural form has been left out of the sentences. Beside the sentences, the missing word is written in both singular and plural form. The student reads the sentence and inserts the correct word. 1. The _____ were in the pen. bunny / bunnies 2. Dick took a ride in the _____. buggy / buggies 3. Six _____ buzzed around. fly / flies The activity mentioned above may be used to change irregular nouns to the plural form. The following are some suggested words: man woman deer goose child men women deer geese children

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

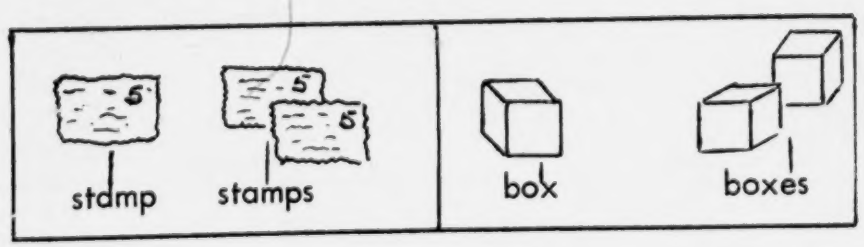
The following activities are suggestions for adding s and es to regular nouns to form plurals:

1. The student may be given a list of words written in either the singular or the plural form. The student is asked to change each word to the opposite form.

Plurals Formed By Adding S		
boy	period	tree
bird	school	car
house	paint	girl
desk	teacher	book

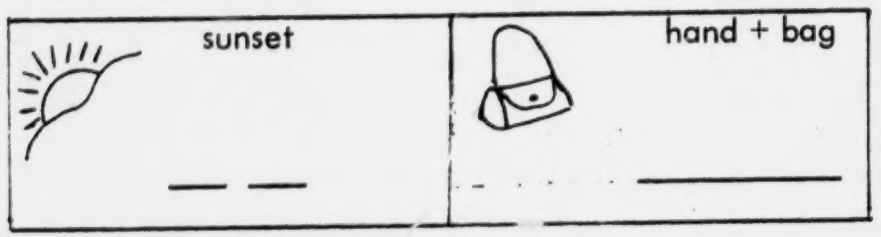
Plurals Formed By Adding ES	
bus	dress
fox	dish
box	lunch

2. The teacher may prepare worksheets having the student mark either the singular or plural form as needed.



SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Combination words 1) Compound	Given a list of compound words built from known base words, the student will be able to recognize the word parts and put the parts together to form the compound word.	The teacher may prepare worksheets requiring the student to either divide a compound word into its base parts or to build a compound word from given base words.

1.



2. Two sets of base words are written on the chalkboard for the student to match and make into compound words.

3. NEW WORDS FROM OLD

Read this with your teacher. In the Word Box are words you know. From these words you can make longer words to fit into the sentences below. Write a longer word (compound word) on each line.

WORD BOX

work	bag	house	school	run
book	boy	green	thing	how
back	day	horse	night	one
cow	way	store	some	time

(continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		1. Big Bill is a (cowboy) without a horse. He likes to ride (something) faster. You may see Big Bill going down the (runway) in his airplane. But, you will never see him ride (horseback).
2) Hyphenated words	Given an exercise including commonly hyphenated words, the student will be able to identify the hyphenated words. Students will be able to construct other hyphenated words by applying the knowledge that when words are very closely related they may be hyphenated.	The teacher may prepare exercises that will require the student to identify commonly hyphenated words such as the following: twenty-seven, sister-in-law, pupil-directed, railroad-track, round-about, matter-of-fact, tick-tock, self-respect
d. Contractions	Given words written in the contracted form, the student will be able to pronounce the words and give the two base words from which the contraction was built.	The words listed below are some suggested contractions that could be used in the following exercises. didn't, let's, doesn't, aren't, can't couldn't, don't, hadn't, haven't, I'd I'll, I'm, isn't, it's, I've that's, wasn't, won't, you'll, wouldn't you've, hasn't, there's, here's, he's one's, she's, they're, shouldn't, weren't what's, we've, you'd, o'clock
		The teacher may write two lists of words on the chalkboard. The student draws connecting lines from the base word list to the list of contractions. that is — that's it is — it's how is — how's he is — he's

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d. Contractions (continued)		The teacher may write several sentences on the chalkboard. Each sentence contains a phrase that can be replaced with a contraction. In a column next to the sentences is a list of contractions. The student rewrites the sentences replacing the underlined phrases with the correct contractions. 1. Let us go to the movie. — let's 2. She has not done her work. — hasn't 3. I do not have the time. — don't
e. Suffixes	Given a list of base words having the suffixes -er, -ly, -ed, -est, -ing, -en, -ful, -less, -ment, -ness, and -y added to the base word, the student will be able to pronounce the word and describe the effect each suffix has on its base word.	The student may be given a worksheet. Printed at the top of the page are the suffixes to be used and the effect they produce. Beside the phrases written on the worksheet a space is provided for the student to write the correct base word with its suffix. -ful — full of -ment — result of; process of -less — without -er — one who -ness — state of being -en — to make or be made of -ist — one who does a certain thing -ly — in a manner one who plants ___planter___ without a father ___fatherless___ in a close manner ___closely___ pail filled with water ___pailful___ one who plays a harp ___harpist___ made of wood ___wooden___ state of being sweet ___sweetness___ process of governing ___government___

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of words containing the suffixes -able, -ation, -ent, -ion, -th, -ous, -tion, -ure, -ward, -ence, -ship, the student will be able to recognize and identify these suffixes.	The teacher may prepare exercises that will require the student to identify the following suffixes: capable remarkable importance ignorance carnation residence difference horsemanship outward creature friendship pressure fifth famous homeward sixth previous comment temptation addition opponent
	Given a group of words containing the suffixes -dom, -hood, -ible, -ist, -ion, -ling, -some, the student will be able to recognize and identify these suffixes.	The teacher may prepare exercises that will require the student to identify the suffixes in the exercise. kingdom troublesome permissible freedom handsome horrible scientist neighborhood yearling specialist childhood duckling action regulation
	Given a group of words containing the suffixes -al, -an, -ant, -ary, -ery, -escent, -fy, -ic, -ician, -ish, -ity, -ive, -let, -ology, the student will be able to recognize and identify these suffixes.	The teacher may prepare exercises that will require the student to identify suffixes as the following: regional positive cookery chemical explosive bakery American personality identify Russian florescent identity dominant greenish cubic elegant vanish civic biology beautician booklet

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
e. Suffixes (continued)	Given the suffixes -able, -ive, -ate, -ance, -ment, -ize, -fy, -ly, -ous, the student will be able to (1) join the suffixes correctly to base words, (2) name the changes in usage or part of speech that occurs, and (3) use the newly formed words in sentence context.	The student may add the following samples of suffixes to base words noting those that necessitate a change in spelling: Base Word + Suffix = New Word read -able readable persuade -ive persuasive domestic -ate domesticate rely -ance reliance appoint -ment appointment memory -ize memorize unit -fy unify sudden -ly suddenly humor -ous humorous 38 The student may list the following suffixes according to how they affect the part of speech of the base word to which they are added: Noun Suffixes: -al; -ence, -ance; -ion, -ation; -ment Adjective Suffixes: -able, -ible; -ive, -ative; -ous, -ful; -ish, -like; -ical, -al Verb Suffixes: -ate; -fy, -ify Adverb Suffixes: -ly; -ily 39

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The student may write the forms of the underlined base words that are appropriate in the following sentences noting the change in usage that occurs: 1. When we speak of a (readable) book, we mean that it is interesting to read. [read (n.) to readable (adj.)] 2. I could not persuade him, although I used my most (persuasive) arguments. [persuade (v.) to persuasive (adj.)] 3. If he has a good memory, he can (memorize) his speech in an hour. [memory (n.) to memorize (v.)] 4. A sudden rain spoiled the picnic, but a few minutes later it (suddenly) stopped. [sudden (adj.) to suddenly (adv.)] 5. His (reliance) upon his co-workers was caused by his early need to rely upon his brothers. [rely (v.) to reliance (n.)] 40
f. Prefixes	Given a list of words having the prefixes dis-, in-, re-, un-, added to the base word, the student will be able to pronounce the word and describe the effect each prefix has on its base word.	Many of the activities suggested for suffixes may be used for prefixes.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
f. Prefixes (continued)	Given words beginning with the prefixes be-, mis-, ex-, fore-, im-, pre-, the student will be able to identify and give the meanings of the prefixes.	The teacher may prepare exercises that require the student to identify the prefixes and be aware of their meanings. The following is an example: bedeck, befriend, exchange, export forehead, foreground, impatient, imperfect misused, misrepresents, prearrange, previews --- The teacher may have the student match the prefix to its meaning by writing the number of the prefix beside the meaning as: 1. pre- (5) meaning not 2. be- (2) meaning more 3. ex- (3) meaning out, away from 4. fore- (4) meaning coming before 5. im- (6) meaning bad, wrong 6. mis- (1) meaning before
	Given words beginning with prefixes ac-, en-, extra-, in-, non-, the student will be able to identify the prefix and demonstrate its usage in context.	The teacher may prepare exercises in which the student will identify the prefix and be able to use it in context as follows: nonexistence, nonintentional, engage, enforce extracurricula, extraordinary, inactive, invisible account, accent --- (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		In the following sentences underline the word that best shows the meaning: 1. The police will (force - enforce) the laws. 2. Blackbeard's ghost was (visible - invisible) to most people. 3. The sick boy was (active - inactive) for several weeks. 4. Holidays for an entire week are (extraordinary - ordinary).
	Given words beginning with the prefixes anti-, co-, de-, em-, inter-, ir-, out-, post-, semi-, twi-, ad-, al-, the student will be able to identify the prefix and understand its meaning.	The teacher may prepare exercises in which the student will identify the prefixes. anticlimax deport outfield irresponsible postscript co-pilot interclass twilight
	Given words in which the first syllables are not prefixes, the student will be able to distinguish between the two.	The teacher may prepare exercises in which the student is asked to underline the words that are not spelled with a prefix as: antifreeze insect imagine interest adjoin anticlimax deform improve outright semiprivate posthaste twinkle adventure injury coefficient postscript twilight interrupt cooperate interchange

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
f. Prefixes (continued)	Given a list of base words with the initial letters l, r, b, m, and p, the student will be able to change the form of the prefix in to (1) il- before words beginning with l, (2) ir- before words beginning with r, and (3) im- before words beginning with b, m, and p.	The teacher may present the following illustration to the class: in- il- illegal in- im- imbalance in- im- impossible in- im- immovable in- ir- irresponsible [41] The student may determine the form of in that should be given to each of the following words to give the negative meaning: 1. (il-) literate 5. (im-) mature 2. (ir-) rational 6. (im-) balance 3. (im-) pertinent 7. (il-) legible 4. (im-) modest 8. (im-) partial
	Given a list of words having the prefixes ab-, con-, com-, pro-, sub-, super-, trans-, ultra- added to the base word, the student will be able to (1) name the correct meaning of each prefix, (2) relate the prefixes to the given base words, and (3) use the newly formed words in context.	The teacher may introduce prefixes in the following exercise: Prefix — Meaning — Prefix + Base Word ab- (from) abnormal com- (together) compress con- (together) conform sub- (under, less than) submarine super- (above, greater than) supermarket ultra- (excessive, very) ultraconservative trans- (across) transport pro- (in favor of) pro-American

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The student may match one of the above prefixes to the following base words making the word mean the same as the definition to the right of the base word:

(sub-)	merge	to place under
(ab-)	normal	not the same as other people
(trans-)	plant	to move to another place
(super-)	human	greater than normal
(ultra-)	modern	very much so
(con-)	struct	to put together
(com-)	pact	to pack firmly together
(pro-)	approval	to be in favor of

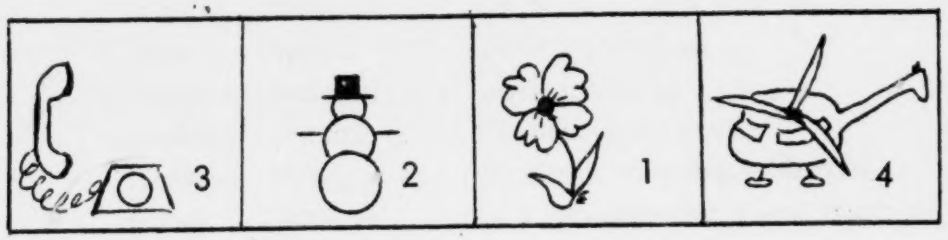
The student may use the words above in sentence form by using context clues. The following is an example:

1. He attempted to (sub-) merge the boat under the water.

2. His extreme height made him different from his classmates that he seemed rather (ab-) normal.

3. I wanted that plant moved to the other side of the lawn; therefore, the gardener agreed to (trans-) plant it.

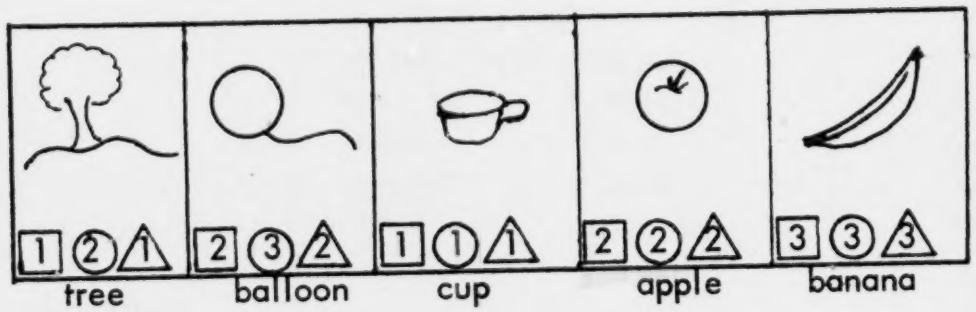
4. He showed his (super-) human strength by lifting the largest boulder.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
g. Syllabication 1) Division	Upon hearing selected words of more than one syllable, the student will be able to identify the number of syllables making up each word.	The teacher may pronounce a series of words, some having more than one syllable as: get, hap pen, fun ny, some, num ber, the student will clap out or tap with a pencil the number of syllables heard in each word. The teacher and the student may make up riddles and have the student supply the answers. My name has two syllables, I have long ears. I like to eat carrots, what am I? In building the idea of syllables, the teacher may put several pictures on the board or on a worksheet. The student will tell or write the number of vowel sounds he hears as he says the name of the picture. 

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may prepare worksheets on which several pictures are drawn. The student reads the words below the pictures and

(1) writes the number of vowels seen in the word,
(2) writes the number of vowels heard in the word, and
(3) writes the number of syllables in the word.



□ Number of syllables

○ Number of vowels

△ Number of vowel sounds

The following are suggested words to use for this activity:

paper	lemon	baby
pilot	pupil	robin
river	tiger	melon
cabin	music	spider

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Division (continued)		The teacher may prepare a group of cards containing syllables of words on which the student has been working. The cards are mixed, and each student draws one. After the players read their cards, they then find another player who has a part that will fit with their syllable to form a word. When a word is formed, it is written on the board by the student who has the first syllable.[43] The following list of words may be used for the above activity: ta ble — tick le — wrin kle buck le — bub ble — tack le ma ple — sim ple — whis tle --- Each student may be given a piece of paper numbered from 1 to 12. The teacher puts the following list of words on the blackboard: 1. guppy 7. drummer 2. rubbing 8. butter 3. puppy 9. winner 4. puzzle 10. dipper 5. sitting 11. batting 6. message 12. bonnet The teacher says, "We are going to divide these words into syllables. Read the words carefully to yourselves. Think how many vowel sounds you hear in each word. There is one syllable for every vowel sound in each word. Next to each word, write the number of syllables you hear in that word." The papers are checked and discussed in class. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may write a list of multisyllabic words on the board. The group is divided into two or more teams. Two student leaders take turns reading one word from the list, being sure to enunciate distinctly. A member of the first team then uses it in a sentence and tells how many syllables the word has. If a student misses a word, the next team tries it. The team with the greatest number of correct responses is the winner. [44]
	Given a selection to read in which one or more unknown multisyllabic words are presented, the student will be able to divide the words into syllables and pronounce the word correctly.	The student may be given a passage to read. The passage includes several unknown words. Each of these words is underlined. The student reads the passage and explains how he attacked each of the underlined words. The following is an example of this activity: "Too late, the woodcutter remembered the new order and began to cut the wood. Tick, tick, tick, went the seconds. Chop, chop, chop went the woodcutter's ax. He worked hard until the minute was up and he was out of breath." [45]
	Given a specific set of multisyllabic words, the student will learn several ways of dividing words into syllables such as when two different consonants, or a consonant and a blend, come between two vowels, the first consonant usually ends the first syllable.	The teacher may prepare exercises in which the student will be required to divide words into syllables. man tel — con scious com pel — per spire dis cuss — con crete

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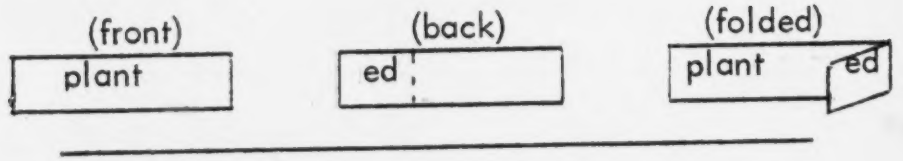
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2) Accent	Given a specific set of words containing accented syllables, the student will be able to identify the accented syllables.	The teacher may prepare exercises in which the student will identify the accented syllables as in the following example: hammer sweetly table unlikely prepare
3) Diacritical marks	Given exercises containing words that are spelled phonetically, the student will be able to use the most commonly used diacritical marks such as (1) - denotes long sound and (2) ŭ denotes short sound. (3) ə denotes schwa sound	The teacher may prepare exercises in which the student will translate words spelled phonetically with diacritical marks as: făm ə lē = family sē krᵊt = secret ta bəl = table
h. Inflectional endings	Given a list of base words to which an inflectional ending has been added, the student will be able to pronounce the words correctly and describe the effect these endings have on each base word.	The teacher may prepare an exercise in which the student is asked to change the tense of the base word by adding either -s, -ed, or -ing. watch watches watched watching The student may be given several sentences each containing several choices of the verb form. The student is to read the sentence and select the correct form of the verb to be used. watch Tom was watching his teacher. The teacher may prepare exercises which require the student to add either -es, -ed, -er, or -ing to base words ending in y. (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

fry	carry	cry
fried	carries	cries
fries	carried	cried

On the front of a flash card, the teacher may write a root word or a word that ends in d or t, and on the back of the card an ed ending. When the card is folded properly, the ending should touch the root word. The following is an illustration.



The student may be given a group of sentences. Each sentence has a missing word. Beside the sentence are several forms of the missing word. The student reads the sentence and supplies the missing word. The following is an example:

1. Mom will _____ an egg for dad. — fry / fried / fries

2. Last week, Jack _____ the pail up the hill. — carry / carries / carried

3. Baby Sue _____ when she is tired. — cry / cries / cried

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
h. Inflectional endings (continued)		The student may be given a worksheet having pictures showing someone performing a specific act. He is to write the correct word under the picture as illustrated. ride rider bat batter 47
		The teacher may put sentences on the board in which the possessive form has not been used. The student will read the sentences and discuss how he might say the sentence if he were talking to someone. The student will then rewrite the sentences using the possessive form. 1. Did you like the new hat of Mary? 2. Bob hit the ball of Don.
	Given an exercise involving the formation of the past perfect tense of verbs, the student will be able to identify verbs forming this tense by adding -n to the root word.	The teacher may have the student complete the sentence by writing in the correct form of the verb given. (know) We had known the wind would blow. (grow) The plant had grown three inches. (blow) The wind had blown all day.
3. Recognizing visually emphasized words	Given a selection to read in which one or more words have been written in bold face type or capital letter form, the student will be able to read the passage with proper emphasis and expression.	The student may be asked to read the following selection aloud: "Well, that's the last straw," said the beaver. "I am NOT ugly." 48 (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given an exercise containing italicized words, the student will be able to recognize that italics are signals to think with strong emphasis.	The teacher may select an exercise that contains italicized words from which the student will identify and read the italicized words with the correct emphasis. The following are examples: "See, he's talking to you." Sometimes they don't want to make a noise. He put on a beautiful tie.

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FOOTNOTES

1. William Gray, Marion Monroe and Sterl Artley, Think and Do Book, Level 12 (Palo Alto, California: Scott, Foresman and Company, 1961), p. 74.

2. Arthur W. Heilman, Phonics in Proper Perspective (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 23.

3. Marianne Frostig, "Intermediate Pictures and Patterns," The Developmental Program in Visual Perception (Chicago: Follett Publishing Company, 1966), pp. 6-15.

4. Marianne Frostig, "Advanced Pictures and Patterns," The Developmental Program in Visual Perception (Chicago: Follett Publishing Company, 1966), p. 33.

5. Theodore Clymer, et al., "Look and Listen," Ginn Word Enrichment Program, Level 1 (Boston: Ginn and Company, 1967), pp. 14-18.

6. Frostig, op. cit., p. 16.

7. Frostig, op. cit., "Intermediate Pictures and Patterns." p. 73.

8. Ibid., p. 78.

9. Heilman, op. cit., p. 28.

10. Mary E. Platts, et al., Spice (Stevensville, Michigan: Educational Service, Inc., 1960), p. 7.

11. Ibid., p. 8.

12. Ibid., p. 29.

13. Ibid., p. 103.

14. Ibid., p. 22.

15. Ibid., p. 23.

16. Eleanor M. Johnson (ed.), "Phonics and Word Power," My Weekly Reader, No. 3 (Columbus, Ohio: American Education Publications, 1965).

17. Donald Rasmussen, et al., "A Pig Can Jig," S.R.A. Basic Reading Series, Level A (Chicago: Science Research Association, 1964), pp. 86-88.

18. Ibid., pp. 88-89.

19. Ibid., "A Hen in a Fox's Den," pp. 86-89.

20. Ibid.

21. Ibid.

22. Johnson, op. cit., No. 2 B, p. 13

23. Ibid.

24. Heilman, op. cit., pp. 38-39

25. Ibid., p. 14.

26. Platts, op. cit., p. 189.

27. Ibid.

28. Theodore Clymer, et al., "Sounds and Syllables," Ginn Word Enrichment Program (Boston: Ginn and Company, 1967), p. 54.

29. William Kottmeyer and Kay Ware, The Magic World of Dr. Spello (St. Louis: McGraw Hill, Inc., 1963), p. 31.

30. Clymer, op. cit., p. 55.

31. Ibid., p. 63.

32. Helen Huus, et al., A Handbook of Developmental Reading (Danville, Illinois: The Interstate Printers and Publishers, 1961), p. 51.

33. Ibid., p. 52.

34. Ibid., p. 53.

35. Ibid., p. 55.

36. Clymer, op. cit., p. 71.

37. Clymer, op. cit., "Vowels and Variants," p. 88.

38. Joseph C. Gainsburg, Advanced Skills in Reading, Book 3 (New York: The MacMillan Company, 1964), pp. 106-108.

39. Ibid.

40. Ibid., pp. 107-108.

41. Joseph C. Gainsburg, Advanced Skills in Reading, Book 3 (New York: The MacMillan Company, 1962), p. 104.

42. Ward Cramer, Keys to Your Reading Improvement (Portland, Maine: J. Weston Walch, Publisher, 1961), p. 52.

43. Guy Wagner, et al., Language Games (Darien, Connecticut: Grade Teacher's Publishing Company, 1963), p. 83.

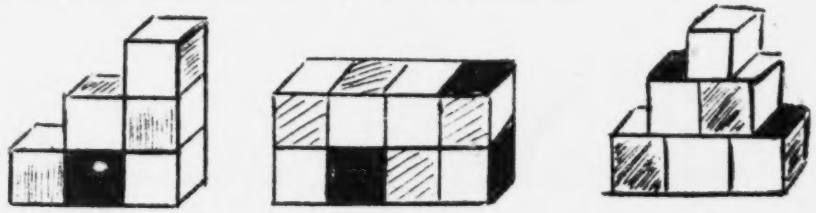
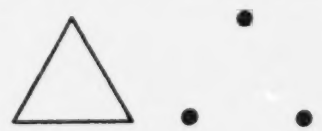
44. Ibid., p. 83.

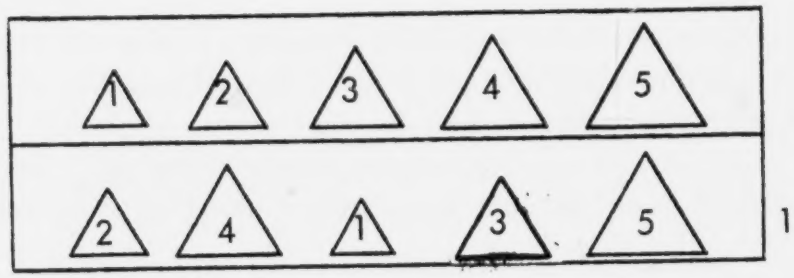
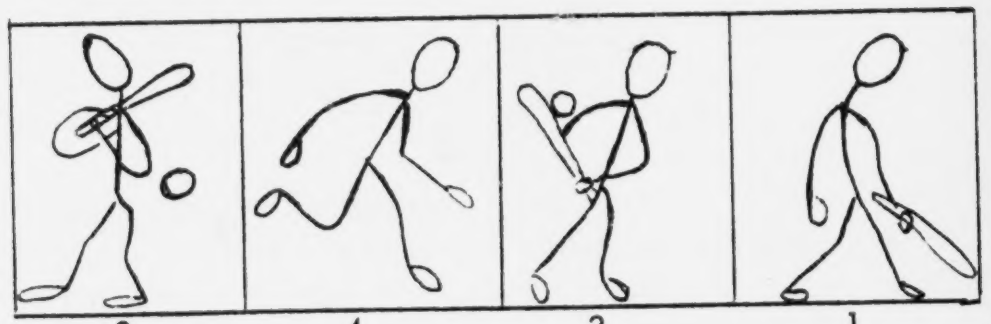
45. Rasmussen, op. cit., "The Purple Turtle," p. 108.

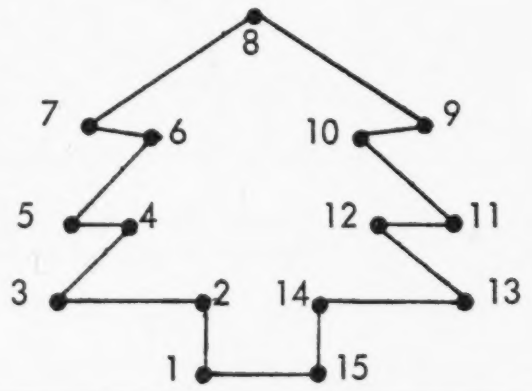
46. Clymer, op. cit., "Sounds and Syllables," p. 71.

47. Ibid., p. 68.

48. Rasmussen, op. cit., "Kittens and Children," p. 103.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
III. Comprehension Skills A. Literal 1. Recognizing sequence of events	Given a series of related objects, words, pictures, or ideas, the student will be able to place them in a logical sequential order.	Working with an assortment of blocks or like objects, either of different color or different size, the teacher places the blocks in some sequential pattern such as:  After the student has observed the pattern, the teacher (1) gives the student a set of blocks like those in the pattern and has the student reproduce the pattern and/or (2) takes the blocks in the patterns and asks the student to reproduce the patterns from memory. --- The teacher may prepare a worksheet on which a pattern has been drawn. Next to the pattern are some dots from which the student can reproduce the given pattern as the following:  Other worksheets may be produced using more intricate patterns for the student to reproduce. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The student may be given a worksheet on which different size triangles have been drawn. At the top of the page a sequential order has been set up. The student is to place the remaining row of triangles in the same sequential pattern.  1
		The student may be shown a series of four pictures. The pictures have been placed in random order. The student is required to put them in the correct sequential pattern.  (These pictures might be placed on a worksheet or on individual cards.) 2

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing sequence of events (continued)		The teacher may place related pictures or words on pieces of tagboard. One card is given to each student. After looking at the picture or words, the student decides in what sequential order they will need to stand to make a sentence of the words or a story of the pictures. The student may be given a paper on which dots have been placed. Beside the dots are numbers or letters. By following the dots in a sequential number or alphabetical order, the student can produce a picture.  The student may be given a worksheet that has been divided into sections. In each section a part of a story is written. The parts are not in order. The student is asked to read the story and either number the parts in correct sequence, or cut the sections apart and paste the story in proper sequence on another paper. The student may be given comic strips that have been cut apart to place in proper sequence.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may list a series of words on the board that could be related in the sequence of a story such as:

little boy ... lost ... woods ... night ... storm ... old house ... walk ... home

The teacher says, "I have listed some words on the board that we could use to tell a story. Let's read these words together... What kind of a story do these words suggest to you? We are all going to begin writing a story using as many of the words listed on the board as possible. At the end of 2 minutes, I will say, 'Pass it on.' Then you will pass your paper to the student on your right. You will receive a paper from the student on your left. Read what he has written. Then begin writing on your new paper, adding to the story that the student before you has started. You will pass your paper five times. At the end of that time, you can each read aloud the story you are holding."[3]

The teacher may use a group story activity and have the student work at the chalkboard. The teacher says, "Today we will play a one-minute story game. I will call a student to come to the board. He will begin writing a story. After he has written one minute, I will ask him to stop--even if he is in the middle of a sentence. Then he may call on someone else to come to the board." Continue until nine students have been to the board. The last student reads the story aloud.[4]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing sequence of events (continued)		The teacher may prepare a set of cards each listing one "noise" word such as the following: buzz bang pop plop The cards are distributed to the students. The leader, who is the first player, starts to tell a "noisy story" about the noisy word that he has on his card. Each student in turn adds his "noise part" to the story. For instance, the first student may start the story by saying, "Sally blew up her new balloon and it want bang." The next student might say, "The bang scared a bee and it went buzz." After all the students have had a turn, the leader takes a second turn, and so on. "Color" and "action" words may also be used.[5] --- The teacher may write several sentences on the chalkboard or on a worksheet. The sentences are written in mixed up order. The student reads the words in the sentence and puts them in an order to give the sentence meaning. 1. on the table the book is 2. he the bag into the box put --- The student may be given a short selection to read. At the end of the selection there are four sentences about the story. The sentences are placed in random order. The student is asked to number the sentences in order to place them in the sequence in which they happened in the story. ---

ERIC

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may prepare a worksheet titled

Which Tell About It?

Read this with your teacher. All the sentences under the story give ideas found in the story. Number each of the sentences the same as the part of the story that has the idea.

Mother's Surprise

1. Mother's birthday was two days away. Jimmy looked at his dollar again. Then he went into Mrs. Brown's store. He wanted something for Mother's birthday, but he did not know what he was going to buy.

2. Mrs. Brown had many things in her store. Jimmy walked all round looking at them. He looked here and he looked there. Some things were three dollars. Others were five. He did not see a thing for just one dollar, so he went on looking.

3. At last he came to the back of the store. That was where Mrs. Brown had the toys.

4. Then he saw it. It was just the thing for a birthday. He could buy it for a dollar too. He took it to Mrs. Brown.

5. "Will you please put this in a box?" Jimmy asked. "It is for my mother's birthday. I want it to look pretty."

(continued on following page)

ERIC

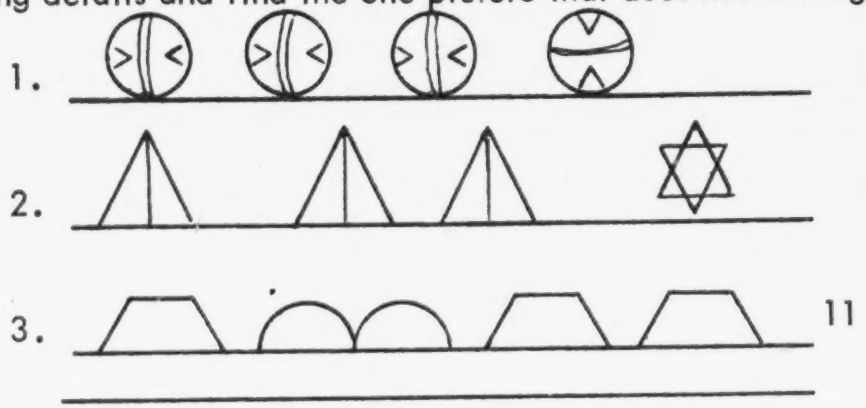
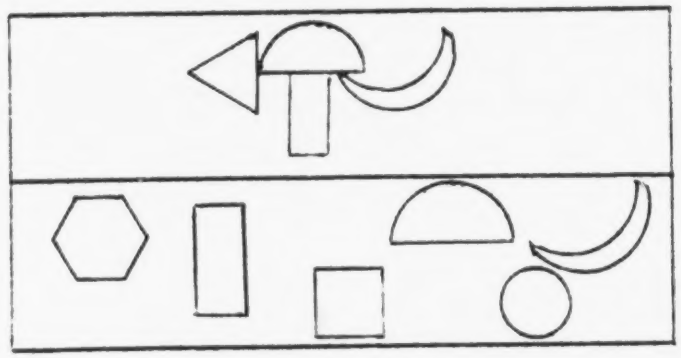
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing sequence of events (continued)		(continued from preceding page) 6. Mrs. Brown had a funny look when she went to get the box. But all she said was, "Thank you, Jimmy." Jimmy took the box and went home. 7. When Mother's birthday came, she opened the box. She had a funny look too, when she saw what was in it. But she did not laugh. She just looked pleased. 8. Then she said, "Thank you, Jimmy. Thank you for the football. Will you help me play with it sometimes? It's no fun for just one to play." 9. "Yes, I will," said Jimmy. "Do you want to go out and play now?" _____ Jimmy saw what he wanted for Mother. _____ Jimmy surprised Mother on her birthday. _____ Mrs. Brown had something in her store for little boys and girls. _____ Jimmy did not find what he was looking for. _____ Jimmy wanted Mother to do something with the birthday surprise. _____ Jimmy went to buy something for Mother's birthday. _____ Mother said what the birthday surprise was. _____ Mrs. Brown helped Jimmy with the surprise. _____ Jimmy asked Mrs. Brown to do something.[6]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given the opportunity to hear a short story read by the teacher, the student will be able to recall the main happenings of that story in the order that they were originally told.	The teacher may read selections such as: 1. "I am going to read something to you about a girl named Helen. Listen for all the places Helen went one day. First, she walked to the edge of town to see her friend Ruth. Ruth and Helen then walked out into the country to see Dorothy, a girl they both knew. Dorothy asked them to walk to a lake with her where they had a picnic. Then Helen walked all the way home. When she got home, she was so tired that she went straight to bed. Can you tell us all the places Helen walked? ...(She walked to Ruth's house, to Dorothy's house, to the lake, and then home.)"[7] --- 2. Paulossie, an Eskimo Boy by Robert C. Swim "This is Paulossie. He lives in the North, where the wind blows strong and cold. But Paulossie is not cold. He wears the sealskin and parka and sealskin boots called "komiks" that his mother made for him. Paulossie's father, Tagoona, is a good hunter. He has a pair of good binoculars and a powerful rifle. One day Paulossie borrowed his father's binoculars and went up to the high rocky hill behind his igloo. He wanted to watch the animals which lived on the ice. (continued on the following page)

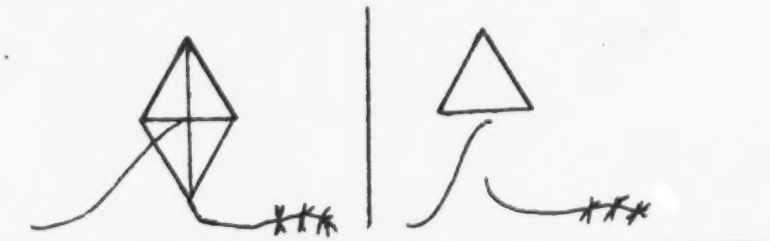
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Recognizing sequence of events (continued)		(continued from preceding page) Through the binoculars Paulossie watched two walruses sleeping on the ice. Suddenly he saw a great polar bear swimming toward the two sleeping walruses. The polar bear swam closer to the ice. He climbed onto the ice and with his mouth grabbed the nearest walrus by the nose and mouth, so that the walrus could not use his sharp tusks. The walrus cried out and fought the polar bear. But he was caught. The other walrus woke up and slipped quickly into the water. There was nothing he could do to help his friend. It was too late. The polar bear was going to have his dinner."[8] Arrange these sentences in the order in which they happened in the story. _____ Paulossie watched two walruses sleeping on the ice. _____ The polar bear grabbed the walrus by the nose and mouth. _____ Paulossie borrowed his father's binoculars. _____ The polar bear swam toward the sleeping walruses. --- The teacher might use the Listening Skill Builders included in the S.R.A. Reading Lab Kits 1a, 1b, and 1c. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given an exercise containing events in a story in scrambled order, the student will be able to rearrange them in proper sequence.	The teacher may write sentences on the board and have the student arrange these sentences as they would happen. _____ I ate my breakfast. _____ I walked to school. _____ We started our lessons. _____ The alarm clock rang. _____ The school bell rang.
2. Identifying, organizing, and supporting the main idea	Given pictures to view or reading selections to listen to, the student will be able to recognize the main idea in a selected passage or picture.	The student may be shown a picture and asked to tell the most important idea shown in the picture or to make up a title about the picture. The student may listen to or read a given selection. On a piece of paper, the student makes a picture illustrating the main idea of the selection. The teacher may divide the chalkboard into squares and write a sentence that is capable of illustration. The students are given drawing paper, pencils, and crayons. They fold the paper into four squares, write the sentences in the squares, and illustrate each sentence.[9] Father is working in the yard. / Four boys are playing football. The children are having a party. / The teacher is doing her work.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Identifying, organizing, and supporting the main idea (continued)	Given a one-paragraph story to read, the student will be able to identify the most correct title out of a group of three.	The student may be given a selection to read. From three sentences related to the selection, the student chooses the one that tells the most about the selection. Correct Title One day Betty walked too far down the street. When she looked around, she saw many things that she did not know. She couldn't see her house anywhere. She saw a policeman and told him her name and where her house was. Then he took her home. The teacher points to the five sentences and says, "Read these sentences to yourself. Decide what they are about ..." 1. Betty's House 2. The Traffic Policeman 3. Betty Gets Help (correct title) [10]
	Given unidentified action pictures, the student will be able to write captions for these pictures.	The teacher may use newspaper or magazine pictures and have the student write a caption to describe each picture.
	Given a group of paragraphs to read, the student will be able to give the main idea.	The teacher may prepare an exercise in which the student will read several related paragraphs and give the main idea by answering a few key questions on the material.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Recognizing specific details	Given a selection to observe, listen to, or read, the student will be able to note specific details about the selection.	The student may be given a worksheet on which rows of figures are placed. All the figures in each row are exactly alike except one. The student must look at each picture, noting details and find the one picture that does not belong.  11 The student may be given a worksheet on which a geometric design has been drawn. Below the design are a random assortment of geometric shapes, some of which can be found in the design. The student is to find the shapes that are included in the design and either color or cross out the ones that do not belong.  12

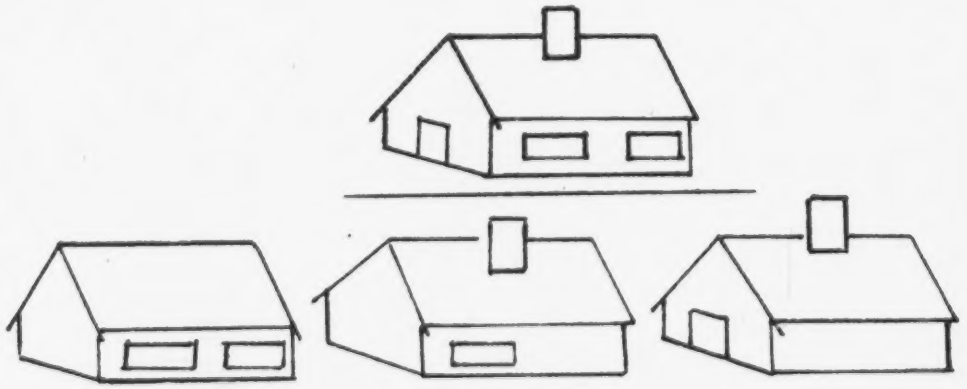
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Recognizing specific details (continued)		The student may be given a worksheet having a simple figure drawn on it. Next to the completed figure is another one partially drawn. The student is asked to complete the partially drawn figure exactly like the finished one.



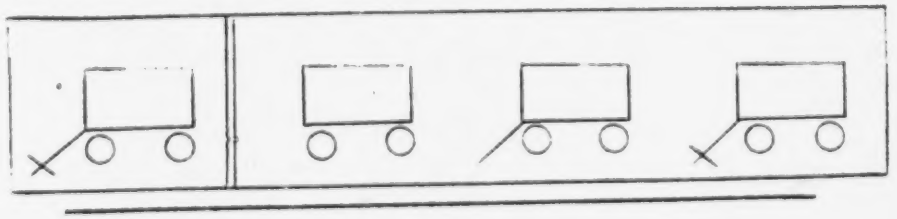
13

The student may be given different worksheets on which groups of figures are drawn as follows:

1. Look at each of the houses on the page and make each one look like the one at the top by adding the missing parts.

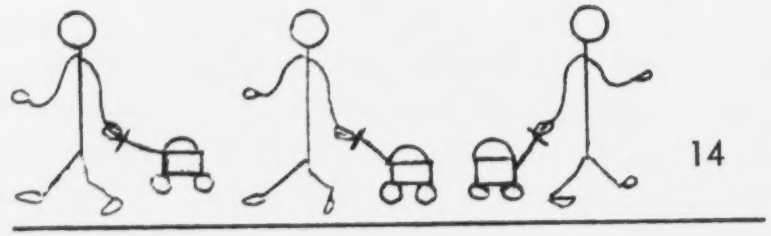


2. Find the one in each row that is like the first



SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

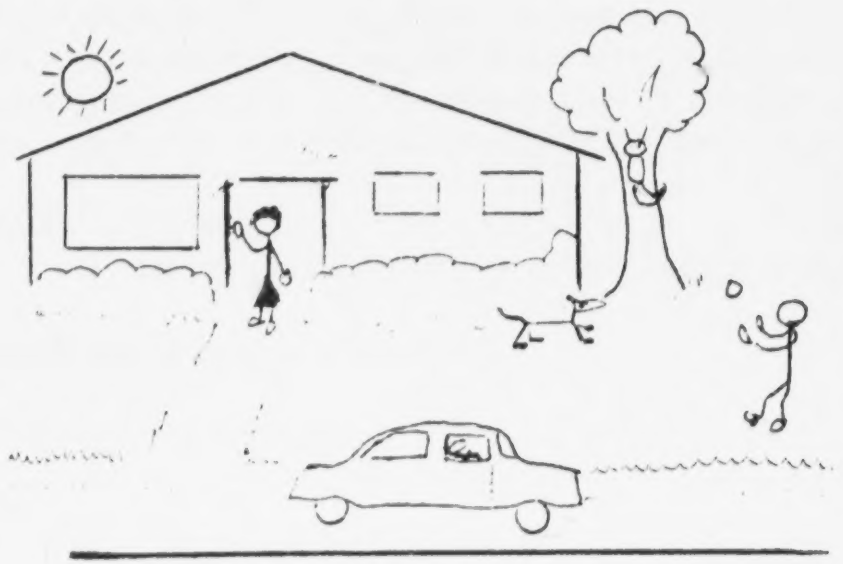
3. Cross out those that are different.



14

Each student may be given a piece of drawing paper. On the chalkboard the teacher writes a short story. The student reads the story and makes a picture on his paper showing all the details mentioned in the story.

Tom and his dog, Wag, are playing in Tom's front yard. Tom is tossing a ball into the air. Wag is chasing a squirrel up into the big tree. Tom's mother is standing in the doorway waving to Tom's father who is driving off to work. The sun is shining.



SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Recognizing specific details (continued)		The teacher may read a story to the class and have students note details in the section. "Noting and Remembering Details . . . Listen for all the things that tell what made Saturday a lucky day for Tommy. Tommy had a very lucky day on Saturday. When he was going to the store for his mother, he found a dime on the sidewalk. In the afternoon his uncle called up and said that one of his sons could not go to the ball game and asked if Tommy would like to go in his place. Tommy was delighted to go. When Tommy got home, one of his friends was there. He had brought a kite with him that Tommy had lost several days before and had never expected to see again. What three things made Saturday a lucky day for Tommy? (He found a dime, he was taken to a ball game, and one of his friends brought back a kite that Tommy thought was lost.)" 15 --- The teacher may place several large mounted pictures along the chalk tray. One student is chosen to be "it." He mentally chooses a picture and then describes it, being sure to keep his eyes on the class not on the picture. The first student to guess which picture is being described gets to be "it" next. --- The teacher may tell or read a rather short story to the class. Then the teacher (1) asks specific questions about the story (2) has student give one specific fact about the story, (3) has student pantomime an idea contained in the story, or (4) has student dramatize the story. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may read a selected poem aloud to the class. It should be a poem that has descriptive, colorful ideas. The students then illustrate the poem including as many details as they can remember.
	Given a selection of one or more paragraphs containing factual information, the student will be able to list the facts contained in the selection.	The student may be given a paragraph to read and asked to list as many facts as he can about the subject. Moles are small underground creatures with soft velvety fur. They have strong front legs and heavy claws on their shovel-like feet. [16]
	Given various reading selections, the student will be able to select specific details that apply to the main idea.	The teacher may show samples of paragraphs and through lecture and class discussion, help the student identify specific details and recognize the following three ways in which details are used to support the central ideas: 1. Single words used to describe the main idea. 2. Phrases used to describe the central thought. 3. Sentences given as proof of the main thought.
		The student may be allowed to look for and identify who, what, when, where, and why in newspaper stories.
		The student may list the details in the description of a room, landscape, etc., that he wishes to draw.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Recalling information	Given pictures to observe or selections to read or listen to, the student will be able to relate information about the selection from memory.	The student may be shown a simple geometric figure that is either drawn on the chalkboard or on a piece of tagboard. After studying the figure for several seconds, the teacher erases or puts the drawing away. The student is asked to reproduce the figure on a piece of paper. The teacher may mount large pictures on heavy tagboard. One picture is shown to the students at a time. After observing the picture for several seconds, the student is asked (1) to tell all he can about the picture or (2) answer specific questions after the picture has been put away. Taped stories may be prepared by the teacher, or stories may be read aloud to the students. After listening to the story, the students are (1) given specific questions about the selection to answer, (2) asked to make a picture of the main idea or make a series of sequence pictures, or (3) asked to pantomime or dramatize the story. The student may be given a selected passage to read to himself. After a given amount of time, the student is stopped and the material is put away. The student is then asked specific questions about the selection.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may read aloud a poem that can be easily illustrated. The students are asked to draw something they heard in the poem. When the pictures are finished, the teacher re-reads the poem and the students hold up their pictures at the proper point in the poem.[17] People by Lois Lenski Tall people, short people, Thin people, fat Lady so dainty Wearing a hat. Straight people, dumpy people, Man dressed in brown, Baby in a buggy, These make a town.
	Given opportunity to discuss topic sentences, the student will be able to identify a topic sentence in a paragraph.	The student may be given a paragraph to read and asked to underline the topic sentence. "The blue whale is the biggest animal that has ever lived. He lives in the sea and he looks like a fish, but he is not a fish. Baby whales feed on their mother's milk. Baby fish do not. The whale is a mammal."[18]
	Given opportunity to read or listen to a selection, the student will be able to give from memory specific information about the selection.	The teacher may compose brief tests that will require students to recall specific information from memory, after having read or listened to a given selection.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Recalling information (continued)	Given suitable selections of varying lengths to read, the student will be able to answer from memory questions about the main idea developed in the selection.	The student may read given selections. The teacher may have the student answer from memory specific questions concerning the selections. These selections may gradually be increased in length.
	Given various auditory, visual, and reading experiences, the student will be able to recall factual information.	The teacher may read aloud a short paragraph presenting factual material. The student will then be asked to recall specific details.
		The student may be given an opportunity to retell in his own words something that he has heard, read, or observed.
	Given a selection from an appropriate text, the student will read and relate general information in summary form.	The teacher may have the student read a short selection from any suitable text and give brief oral or written summary that will include the main points of the selection.
5. Identifying general significance	Given a selection from appropriate reading level, the student will read and list pertinent information found in the article.	The teacher may have the student read the selection, list important facts, and compare his facts with a teacher-made list of important points from the same selection.
	Given an appropriate selection, the student will read, make notes of important facts and use these notes in writing a summary.	The teacher may have the student take notes as he reads a selection and with the use of his notes, summarize the material read.

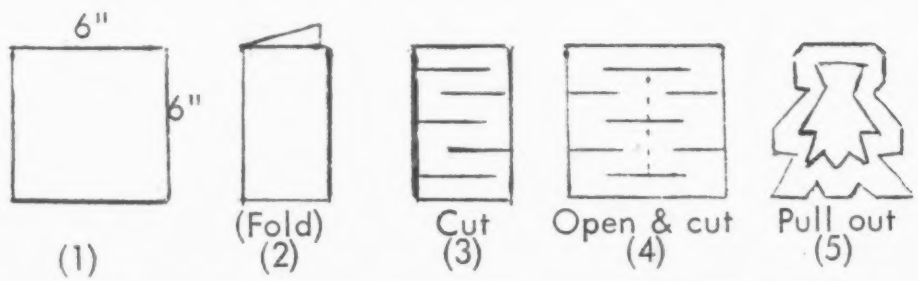
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a series of printed exercises, the student will be able to state the generalization that is justified on the basis of given facts.	The student may be given a series of exercises in drawing conclusions and making a generalization such as the following: 1. These are the names of famous U.S. battleships -- Maine, Missouri, California, Iowa, New York. What conclusion can be drawn from this statement? 2. These are some famous U.S. cruisers -- Lexington, St. Paul, New Orleans, San Diego, Salt Lake City. What conclusion can be drawn from this statement? 3. These are some famous U.S. submarines -- Squalus, Sea Wolf, Skate, Nautilus. What conclusion can be drawn from this statement? What generalizations can be made? Conclusions: Battleships are named for states. Cruisers are named for cities. Submarines are named for marine life. Generalization: U.S. ships of various types are named according to a designated pattern. [19]
		After reading assigned paragraphs, the student will be given a list of statements about the material read and will be asked to identify the generalization from specific statements.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6. Distinguishing between fact and fiction	Given pictures to observe or selections to read or listen to, the student will be able to distinguish between the factual ideas and those that are fiction.	The student may be given a worksheet on which a series of statements have been written. Beside each statement are the words yes and no. Some of the statements could happen, others could not. The student reads each statement and marks yes or no depending on whether or not the statement is true. --- The student may be given a picture showing several things taking place. Some of the things shown in the picture could actually happen, some are not possible. The student either tells which things are not true or crosses out the inaccurate parts of the picture. --- The teacher may show the class a picture or read them a story. On the chalkboard are several statements, some telling about the story and some not. The student can read the correct statements aloud.
	Given reading material appropriate to ability, the student will be able to answer questions as to whether that material is fact or fiction	The student may read selections as the following and answer the question "Are these meant for entertainment or information?" 1. "Oodles of Noodles by Lucia and James L. Hymes, Jr. I love noodles Give me oodles Make a mound Up to the sun. Noodles are My favorite foodles. I eat noodles By the ton." [20]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		2. "The propeller moves a ship forward. Do you know how a ship's propeller moves a ship forward? The propeller pushes backward against the water and pushes the ship forward."[21]
	Given an opportunity, the student will be able to distinguish between truth (that which can be proven) and fiction.	The students may be led to compare a book such as Laura Ingalls Wilders' The Little House in the Big Woods with a social studies textbook report on this period. The student would select those parts of the story that would be considered fact and those that were included by the writer to make the story more interesting.
		The student may be given a selection to read. The teacher will list several statements relative to the selection. The student will have to determine whether the statements are true or fictitious. The student will re-read the selection and mark the statements. The following is an example: When Abe Lincoln was young, he worked in a country store. One day a woman bought half a pound of tea from him. The next day Abe discovered that he had given the woman only a quarter of a pound. After work, Abe insisted upon taking the rest of the tea to the woman's home, even though she lived miles away. F When Abe was young, he went to sea as a cabin boy. T Abe overcharged a customer one day. T Abe was an honest person.[22]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6. Distinguishing between fact and fiction (continued)		The teacher may have the student read an article based on fiction and another based on scientific facts and compare the two articles in the following manner: Fiction Fact 1. The person actually lived. _____ _____ 2. This character did invent something. _____ _____ 3. The practice of cooking food was begun as the result of an animal being accidently burned in a fire. _____ _____ The teacher may give the student a list of statements, some of which are based on fiction and others based upon scientific proof and have him do research in the library to justify his answer. The student will then mark "F" before the statement he found to be fictitious and "S" before those based on proof. _____ 1. People once believed in witchcraft. _____ 2. Johnny Appleseed wore a cooking utensil for a hat. _____ 3. As early as 1608, a Dutch scientist had invented a telescope. _____ 4. The number "13" is unlucky. _____ 5. Salt has a magic power. The teacher may provide a library visitation period to acquaint the student with literature that falls in the following categories. The student may then be asked to read selections from these and explain why they should be classified as fiction or nonfiction. (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		Nonfiction (Literature dealing with facts) (1) Biography (2) Autobiography (3) Articles (4) Historical Happenings (5) Scientific Discoveries Fiction (Literature dealing with the imaginative and meant to be entertaining) (1) Fairy Tales (2) Science Fiction (3) Novels: mystery, adventure, romantic (4) Short Stories
7. Following directions	Given an assignment requiring the ability to follow a specific set of directions, the student will be able to complete the required assignment.	The teacher may present art activities requiring students to fold paper, or fold and cut paper that may be used to help students learn to follow oral or written directions. The following are some examples: 1. Origami paper craft activities (Japanese paper folding). 2. Fold boats and hats. (For better continuity, the next activity is continued on the next page.)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
7. Following directions (continued)		(continued from preceding page) 3. Magic square a. Take a 6" square of paper and a pair of scissors. b. Ask: "Do you think you can walk through this square?" c. Fold square in half. d. Beginning at top of fold, make slashing cuts as illustrated below in #3. Continue cutting to the bottom of paper. e. Open square and snip up the middle, leaving the first and last uncut. f. Gently pull the square that will open.  Games requiring student to respond to written or oral instructions as the following suggestions will help student develop this skill. "Mary, walk to the window." "George, walk slowly to the doll house." As students mature, the teacher might increase the number of directions as follows: "Mary, stand up. Turn around twice. Skip to the window and back. Sit down."[23]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

Students may be given a sheet of drawing paper and a pencil. The teacher puts the following on the board. The students are told to copy the letters onto their papers placing them in the same position as they appear on the board. They are then to read the directions and draw whatever the directions tell them.

A H D

F B G

E I C

The following directions are written under these letters:

1. Draw a large figure eight, starting at A and going around C, crossing at B.
2. Draw a square around F. Draw a square around I. Connect these squares with a straight line.
3. Draw a straight line from E to D, passing through B.
4. Write the figure 1 between A and H. Write the figure 3 between F and B. Write the figure 2 between E and I. Using a straight line, connect 1 with 2 passing through 3.
5. Starting at H, use a broken line (---) to mark the way to D. Continuing with a broken line, mark the way to G from D. From G mark to H. The design should have the shape of a triangle.
6. Write the figure 3 between G and C. Write the figure 4 between I and C. Using an oblong circle, enclose these two numbers.

(This activity is continued on the next page.)

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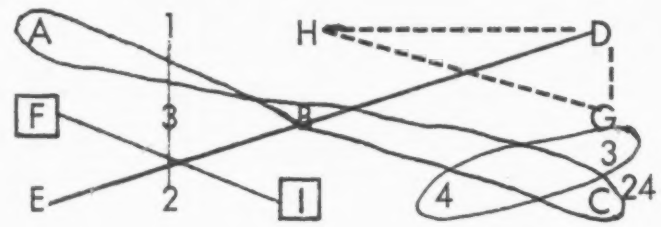
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
7. Following directions (continued)		The finished paper of the activity continued from the preceding page will look like this.



NOTE: All or part of these directions may be used in a lesson. The directions may also be given orally. Other variations might be used.

On strips of tagboard, write action directions using vocabulary to suit the reading level of the group. The following are some sample directions:

1. Write your last name on the board.
2. Put your left hand over your head.
3. Walk to the window and look outside.
4. Call "Here, Rover!" three times.
5. Jump up and down.
6. Skip to the door, then sit on the floor.

The teacher says, "On these cards are written directions. I will call a student's name as I hold up a card. If he can correctly do what the card tells, he may get his coat for recess, have one point, etc. 25

Simple step-by-step directions are given in a random order. The student must read all the directions and place them in correct sequence in order to complete the activity. These can be placed separately on cards or written on the board.

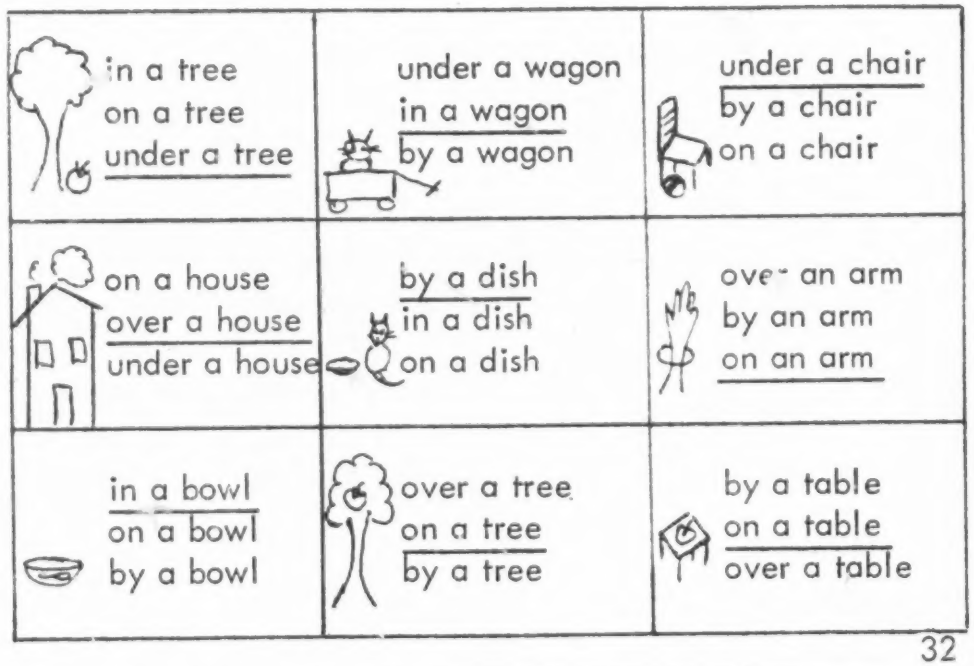
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given opportunities to read or hear directions given in narrative form, the student will be able to interpret directions and follow them.	The teacher may prepare an exercise in which the directions are given in narrative form that the student will interpret and follow. The following is an example: Use one paper bag large enough to go over your head and rest on your shoulders. Cut two small circles for your eyes to peep through. Cut a U for a nose and any silly shape you wish for a mouth.[26]
	Given numerous opportunities in the reading of directions, the student will be able (1) to read complex directions carefully noting key words and (2) to restate directions in his own words.	The teacher may give the student written, detailed instructions on completing a certain task. By noting key words, the student will jot down the steps he is to follow, one step at a time, until the task is completed. After numbering your paper from 1-10, locate these words in your dictionary. List the guide words, write the phonetic spelling, and give the number of the page. 1. number page 2. locate words 3. list guide words 4. write phonetic spellings 5. give page number

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUE
B. Interpretation 1. Understanding syntax (We feel that the skill of understanding syntax should be taught in greater detail in the area of English instruction.)	Given sentences that conform to the four basic sentence structures, the student will demonstrate that he understands the sentences.	The teacher may give simple sentences to demonstrate sentence structure such as the following: 1. Noun - verb Mary runs. 2. Noun - verb - noun Mary eats cookies 3. Noun - linking verb - noun Mary is a girl. 4. Noun - verb - noun - noun Mary gives Ann cookies.
	Given a scrambled sentence or run-together sentences, the student will be able to construct a sentence from the words or separate sentences into a logical pattern.	The teacher may indicate to the student that the words in each row are not in the right order and do not make sense. The student is asked to write the scrambled sentence in the correct order. me for Mr. asking you Thank Green [27] The student may be asked to put periods and capitals where they are needed in a given paragraph. the black dog ran up the sidewalk he had a bone in his mouth another black dog bigger than he ran after him mother called to sussie telling her to let rover in the house

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a group of sentences to read, the student will be able to select those having similar meanings.	The student may be given three sentences to read. Two of these sentences say the same thing in different ways. The student may be asked to select the sentence having the same meaning as the first sentence. 1. Well water filled the vases. a. Water from the well filled the vases. b. Well, water filled the vases. [28] --- The student may be given two sentences to read and asked to mark either yes or no indicating whether or not they have the same meaning. The following is an example: The cat in the cage wore a pink collar. The caged cat wore a pink collar. [29] ---
123	Given a sentence in which the subject and verb are in direct order, the student will be able to rewrite the sentence inverting the form of the original sentence.	The student may be shown how sentences sometimes become more interesting when the position of the subject is changed. 1. The shrouded ghost glided through the deserted house at midnight. (direct order) 2. At midnight through the deserted house glided the shrouded ghost. (inverted order) [30] ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Recognizing word meaning a. Contextual	Given an unfamiliar word in a sentence in which sufficient contextual clues have been provided, the student will be able to demonstrate that he has learned the meaning of the word.	The student may be asked to read sentences as the following and select the correct meaning for the underlined word. The sound of the dog barking scared the little boy. (sight - noise - scratch) --- The student may be asked to find the word that does not fit in the sentence and mark it out. His sister found five dollars, and George was very frightened (happy) for her. --- The teacher may have the student read a paragraph that includes blanks and clues of the first initial letter. The student is asked to supply the correct word. "Lonesome Rosie by Lillian Moore and Leone Adelson Rosie the horse was growing old. Farmer Dilly put her out to p _____ (pasture) and bought a truck to do her work. He hoped R _____ (Rosie) would have a g _____(good) time."31 ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given opportunities, the student will be able to use contextual clues to determine specific word or phrase meanings.	The student may be asked to underline the appropriate phrase to match each picture on the worksheet.



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The teacher may prepare the following exercise and have the student choose one of the three words listed under each sentence that shows the meaning of the underlined word in the sentence.

1. The route was carefully marked so that he could find his way home.
   trail river bridge

2. The form of the man was carefully outlined.
   shape hat voice

3. Jack paused for a moment, then walked on.
   stopped ran turned

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
a. Contextual (continued)	Given an exercise containing an unfamiliar word, the student will be able to use whole sentence clues and relate familiar words to determine the meaning of the unknown word.	The student may be asked to underline the word that explains vibrations. I could feel the vibrations of those powerful machines because the ground was trembling for yards around. The student may underline the word or words that explain the word region. It is believed that the Amazon area has untapped rivers never explored. It would be exciting to visit this region.
	Given sentences containing unfamiliar words, the student will be able to use the surrounding words or thoughts as clues to the meaning of the unknown words.	The teacher may illustrate the following types of contextual clues for the student: 1. The direct explanation- Ex.: The main address to the Science Club will be given by an ichthyologist, who will lecture on fish life. 2. The less direct explanation- Ex.: With its engine suddenly dead, the jet plane plummeted to the earth like a boulder from the clouds. 3. Clues found in an earlier or later sentence-Ex.: This blue expanse of water was well named Tranquillity. The lake was indeed the most peaceful and serene I had ever seen. 4. Clues from the reader's knowledge and experience- Ex.: The bulldog sank his teeth into the burglar's leg with a tenacious grip. (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		5. Clues gained by relating a familiar word to its ordinary meaning when it is used in an unfamiliar context- Ex.: The drill sergeant barked his commands at the nervous new recruits. 33 6. Clues gained by using the entire sentence to determine the definition of a common word having various uses- Ex.: a. There was a large run of salmon this season. b. He had a run of good luck in his golf game. c. He is building a sheep run. d. I can make the run in two days. e. It appeals to the common run of men. 34
b. Synonyms	Given a sentence with words to be inserted, the student will be able to add two or more synonyms to correctly fit in the sentence.	The student may select the two appropriate words to be used in the sentence. The _____ boys threw rocks at the dog. (bad, naughty, good) The student may be asked to circle the words that have almost the same meaning as the underlined word. big large light happy huge gigantic tiny The student may select the two appropriate words that can be used in the sentence. That _____ was what they lived in most of the year. (house - school - home - church)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Synonyms (continued)	Given groups of words, the student will be able to identify those words that are alike.	The teacher may select words and ask the student to give appropriate synonyms. huge (big) angry (mad) happy (glad)
	Given a list of words containing synonyms, the student will be able to identify the similar meanings.	The teacher may prepare lists of suitable words arranged in columns and have the student identify the synonyms. The student will draw a line under the word that is the synonym for the first word. The following is an example: 1. cold hot rigid icy 2. error write truth mistake 3. sharp depth keen light 4. ache hospital depth pain 5. stretch relax expand create The student may substitute the underlined word with one of the synonyms listed below. 1. The cold wind has blown for days. 2. The long day finally came to an end. 3. The huge animal frightened the children. 4. His fate was decided by the gods. dull icy appointed destiny short erect lengthy strength blow hugh pointed enormous

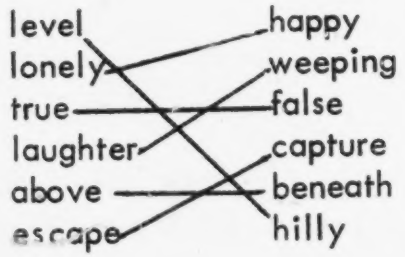
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given words that mean the same or nearly the same, the student will be able to (1) recognize their similarity in meaning, (2) substitute one for another within sentences, and (3) realize that some are mo e desirable for substitution because of their varying shades of meaning.	The student may be asked to underline the synonyms. cold / build / short hope / erect / huge icy / destroy / monstrous hot / barn / long The student may be asked to circle the word that does not belong. error / height / pain (truth) / elevation / ache mistake / (depth) / hurt fault / tallness / discomfort slip / altitude / (pleasure) The student may be asked to choose another word that may be substituted without changing the meaning of the underlined word. After the game there was a great deal of confusion near the goalpost. uproar discontent joy As night fell, we found ourselves in a desolate valley. narrow lonely beautiful

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Synonyms (continued)		The student may select the best synonym for the underlined word from a list of words with varying shades of meaning. In a humid climate seeds will germinate quickly. sprout flourish vegetate Oh, he was a cunning person after he learned the truth. critical crafty subtle
c. Antonyms	Given exercises containing specific words, the student will be able to identify common antonyms.	The student may change the meaning of each sentence by using an appropriate antonym in sentences as the following: The boy was very fat. (The boy was very thin.) That story was true. (That story was make-believe.) The girl was sad . (The girl was happy .)
		The teacher may prepare an exercise in which the student will indicate whether a group of words are synonyms or antonyms. A good - bad S happy - glad A young - old S cold - icy A up - down S sad - unhappy

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may prepare exercises that will require the student to identify common antonyms. The following is an example:

Draw a line from one column to the other to match the antonyms.



The teacher may prepare an exercise and ask the student to write an antonym for each word on a prepared list.

intelligent	(stupid)
cowardly	(bravely)
innocent	(guilty)
melancholy	(happy)
prominent	(unknown)
female	(male)
smooth	(rough)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d. Homonyms	Given examples of homonyms, the student will be able to give the meaning of these words and use them correctly in sentences.	The teacher may prepare a worksheet with the following pairs of homonyms: pear - pair deer - dear fair - fare hair - hare idol - idle lead - led made - maid ball - bawl dew - due feat - feet great - grate hall - haul in - inn knead - need male - mail grown - groan heel - heal knot - not loan - lone manner - manor toe - tow weather - whether sew - so read - reed whole - hole ware - wear road - rode die - dye fir - fur bare - bear The student may read sentences as the following and be asked to indicate the homonyms and give their meanings. 1. Mark ate the eight doughnuts. 2. Alan saw the whole game through the hole in the fence. 3. Judy would always write the right answer. 4. Ann knew the present was a new dress.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may give the student exercises requiring him to identify, spell, and use common homonyms in sentences. 1. Eugene killed his first _____ this year while hunting with his father. 2. Jim and Brent will put _____ of their pictures in the folder. 3. Rod can tie a square _____. deer all not dear awl knot _____
	Given two-way and three-way homonyms, the student will be able to (1) write the definition of each and (2) use each homonym correctly in a sentence.	The student will match the correct definition to a list of the following pairs of homonyms: 1. to change (b) 2. one under legal age (d) 3. moisture from the eye (e) 4. a weapon (h) 5. mixture of flour and water (i) (a) altar (b) alter (c) miner (d) minor (e) tear (f) tier (g) soared (h) sword (i) paste (j) paced _____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d. Homonyms (continued)		The student may be asked to supply three-way homonyms for selected definitions and use these homonyms in sentences. 1. not old (new) — an animal (gnu) — understood (knew) 2. to lift (raise) — sunbeams (rays) — to demolish (raze) 3. pronoun (I) — yes (aye) — organ of sight (eye) 4. odor (scent) — coin (cent) — caused to go (sent) 5. did fly (flew) — chimney (flue) — influenza (flu)
e. Homographs (Heteronyms)	Given pairs of words that are spelled alike but may be pronounced differently, the student will be able to pronounce and know the meanings of these words when they are used in sentences.	The student may be given groups of sentences to read orally and will be expected to supply the definition of each. 1. Joe has an excellent bass voice. (bās-low in sound) 2. The big black bass put up a terrific struggle. (bă s-a kind of fish) The following are other examples of homographs: con´tent: what is contained content´: satisfies or pleases ob´ject: purpose;article that can be seen or felt ob ject´: to show strong disapproval (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		re fusé: to reject an offer ref´use: rubbish tear (tĭr): moisture from the eye tea˘r (târ): to pull apart by force wind (wĭnd): air in motion wind (wīnd): to coil about something [38]
f. Multiple meaning	Given a suitable passage to read, the student will understand and correctly use words that are spelled the same but have different meanings.	The student may be asked to put one of the words from the Word Box into each sentence. Each of the words has two or more meanings. WORD BOX turn light plant side Go ahead of me and _____ the room. Do you think that the _____ blue dress looks best on her? [39]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
f. Multiple meanings (continued)		The student may be asked to read this with his teacher. "Each of the words in the Word Box has more than one meaning. Write one of the words on the line in each of the following sentences." WORD BOX take box out 1. Water will not take green paint ____ of a coat. 2. Mr. Wells asked 25¢ a _____ for the green apples. 3. Father called his friends last night to find out who was going to _____ on TV. 4. Please _____ all the old paint cans away. [40]
3. Punctuating and capitalizing	Given a suitable passage to read, the student will demonstrate which words are capitalized and why they are capitalized.	The student may be asked to read the following paragraph and supply the correct capitalizations. "mr and mrs. vinegar were very poor, and they lived in a shabby little house that they had buiit with their own hands. it was made of old boards and other rubbish which they had picked up, and it rattled and shook in every high wind." [41]

SKILL	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The teacher may present the following poems to illustrate punctuation usage:

1. "Period
   When you come to the end of a written thought
   You just sign-off with a polka dot."

2. "Comma
   A sentence is a band of words
   Going for a walk.
   A comma is a pause for breath
   Taken as you talk.
   And when you write, a comma is
   Set down just because
   It's time to give your reader a
   Little chance to pause."

3. "Exclamation Point
   At the end of a word or a line to excite
   Scare or command it is proper to write!" [42]

4. "Question Mark
   Symbol of all I wish I knew
   Polka dot under a curlicue ..."

5. "Apostrophe
   Apostrophes are floating commas that show who owns a thing
   As in mama's shoe, boy's hat, man's glove, girl's ring.
   Apostrophes can shrink words as do not into don't,
   Have not into haven't and will not into won't."

(continued on following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Punctuating and capitalizing (continued)		(continued from preceding page) 6. "Semi-Colon More than a comma, not quite a full stop; a semi-colon is a sentence drop. Use to hold back an independent clause, And clarify its meaning with a necessary pause. The room is filled with chairs; they are arranged in pairs, Designed to be admired, and a comfort to the tired." 43 7. "Dash Dash is a sign that writers make Whenever their thoughts switch or break." 8. "Parentheses Parentheses are the clamps that grip An aside, an afterthought or quip That a sentence could often do without But you simply have to tell about . I saw a boy (and his name is Harry), Planting tulips in January." 44 9. "Colon A colon gives a sentence a chance To call a halt and then advance." 10. "Quotation Marks Quotation marks are the curls that enclose What someone else said in verse or in prose Exactly that--nothing less or more That's one thing quotation marks are for: (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The boy with the bright green bicycle said, "Oh, how I wish it were bright red!" The first speaker's words lie in this sign " " When quoting another he halves the design: ' ' My mother said, "The other day I heard our next-door neighbor say: 'I love these short, light summer rains Because they wash our window panes.'" [45]
	Given a passage to read that contains periods, questions marks, commas, quotation marks, and exclamation marks, the student will be able to read this passage and demonstrate his understanding of it.	The teacher may present the following passages and have the student read silently and then orally to demonstrate his understanding of the punctuation. "It is schooltime. Jimmy says, 'Goodbye, Mother. Goodbye, Father. Goodbye, Dog. I am going to school.'" [46] The children say, "Here comes Jimmy! Here comes Jimmy's dog!" [47] "Tell me, little frog, What happened to your tail?" [48] Who is going to New York? 1. "Dad," said Mother, "is going to New York." 2. Dad said Mother is going to New York. [49]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Punctuating and capitalizing (continued)		The teacher may prepare an exercise using quotation marks placed in different positions. The student will be able to read the exercise correctly. "Robert," said the boss, "is crazy." Robert said, "The boss is crazy." ---
	Given an exercise containing semi-colons, colons, and dashes, the student will be able to distinguish the correct function of each type of punctuation.	The teacher may prepare an exercise for the student to show that he understands the correct function of each form of punctuation. 1. These sets come in three colors: orange, purple, and green. 2. Reading, English, and art - these are my favorite subjects. 3. The following students were elected: Mary Smith, president; Tom Jones, vice-president; and Betty Green, secretary. ---
	Given a sentence, the student will be able to change its meaning by changing the punctuation marks.	The student may be given the following sentence and asked to punctuate it in at least two different ways. 1. She served ham salad sandwiches cheese cake and coffee. a. She served ham, salad, sandwiches, cheese cake, and coffee. b. She served ham salad sandwiches, cheese cake, and coffee. 2. Jack said the mayor was dishonest. a. Jack said, "The mayor is dishonest." b. "Jack," said the mayor, "is dishonest."

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		3. These boys and girls are fine ladies and gentlemen. a. These boys and girls are fine ladies and gentlemen. b. These, boys and girls, are fine ladies and gentlemen. 50 The student may be given sentences to interpret that are punctuated differently. Is Dr. Hamilton the dentist? Yes No 1. Dr. Hamilton, the dentist is busy. ____ ____ 2. Dr. Hamilton, the dentist, is busy. ____ ____ 51 Who likes to ski? 1. Martha May and Robert like to ski. _____ 2. Martha, May, and Robert like to ski. _____ 52
4. Predicting outcomes and drawing conclusions	Given appropriate materials of varying length and difficulty, the student will be able to isolate and arrange the information from that material to make inferences concerning it, draw conclusions about it, and predict outcomes from it.	The teacher may prepare an exercise in which the student is asked to mark the words he would expect to read about in a farm story with "F " and those in a city story with "C." stores cattle tractor chickens street car escalator crowds hay stack slide streets traffic meadow 53

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Predicting outcomes and drawing conclusions (continued)		The teacher may suggest the following exercise: "Listen while I read something to you. Decide where Ann is going. Ann has put on her prettiest dress and her new shiny black shoes. Her mother has combed and brushed her hair for her. Ann's big sister has helped Ann wrap up a book in birthday paper and white ribbon. Ann is looking forward to this afternoon very much. Her mother has just said, 'Remember to be polite Ann. Don't eat too much ice cream and cake, and be sure to thank Betty and her mother for the good time.' Where is Ann going?... (to a birthday party)" 54 --- "What Am I?" riddles such as the following may be prepared: I live on a farm. I am fat. I like the mud. I have a curly tail. What am I? (a pig) --- The teacher may prepare exercises in which context plus initial elements are used as aids to word recognition. We will get some apples at the st _____. store steep farm ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The following exercises may be prepared:

1. "What Was Said Next?

   Mr. Hope often lost his hammer. Once he lost it in the grass. Another time he found it under the back step. It took time to find his hammer each time he lost it. 'I know what I'll do,' Mr. Hope said, _____.

Answer Box

1. I'll paint the wooden part of the hammer bright red.
2. I'll do work hereafter that doesn't need a hammer.
3. I'll put a string on the hammer and tie it to my arm."[55]

2. "What Happened Next?

   The hungry little dog crept into the junkyard and began to look around. It carefully pushed aside rusty cans, bent spoons, and old frying pans. It seemed to be searching for something special. Suddenly the dog stopped and made sure that no one was watching.

Answer Box

a. A pile of table scraps had attracted his attention.
b. A pile of scrapped tables had attracted his attention."[56]

(continued on the following page)

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Predicting outcomes and drawing conclusions (continued)		3. Find the right ending for each sentence from the words in the Answer Box and write it on the line. Answer Box blowout overcoat a mitten overshoes tire tie 57 1. The car had a blowout so the man had to get a new _____. 2. It began to rain so I put on my _____. 4. "Where Are They? Read each story and guess where the speaker is. Find the answer in the Answer Box. 'Come up here, Tom,' said Bill. 'This is where the good apples are. We can eat all we want up here. Then we can take a big bag of them home.' Bill is in a _____. Answer Box at a party in a tree in a boat on a seesaw 58 5. Is The Second Sentence True? 1. The artist who paints your pictures uses one brush. 2. The artist paints pictures with one brush. Yes _____ No _____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a story of which only a portion has been read, the student will be able to predict the outcome of the story.	The teacher may read a portion of a given selection after which students may discuss what they have heard and each may express his opinion of a possible outcome. The teacher may ask the student to read part of a selection, predict a possible outcome, finish reading the selection, and then compare his prediction with the actual story.
	Given a paragraph to read in which outcomes have been omitted, the student will be able to find the clues that have suggested meaning and express the anticipated outcome.	The teacher may give the student paragraphs as the following to read and then have him tell or write his interpretations of the outcome from the given clues. Foster felt particularly lucky that night. He had won five times in a row and his winnings now amounted to over $6,000. Lady Luck had been good to him. One more play and he would be satisfied. Luck simply could not desert him. He placed his entire stack of chips on the red square ..... The night seemed very chilly when he walked out. He suddenly felt weary and he dragged his feet. He waved off the cab at the curb and turned up his collar. Then he thrust his hands down deep into his pockets and hurried off.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5. Making inferences	Given a passage containing pronouns, the student will be able to correctly associate the pronoun with its antecedent.	The teacher may ask the student to read sentences in which pronouns have been underlined and numbered. The student is asked to match each pronoun with its antecedent. "I (1) wanted a camera," said Bill. "Thank you (2) for it (3), Grandfather. Will you (4) help me (5) with my (6) camera?" 1. I (Bill) 2. you (grandfather) 3. it (camera) 4. you (grandfather) 5. me (Bill) 6. my (Bill) NOTE: Additional activities of this type may be found under Perceiving Relationships in this guide.
	Given appropriate material containing implied meanings, the student will be able to make the proper inferences.	The teacher may provide opportunities for the student to make inferences about the story after looking at the pictures and reading the story title. The teacher may provide exercises with statements containing implied meaning. The student will need to make the proper inference. The following are examples: 1. A boy came across the street to the old man who waited and handed him a hat. What happened earlier? (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

Answer Box

1. The man had asked for the boy's hat.
2. He had been hit while playing.
3. The wind had carried the hat away. 60

2. Which sentence means the same as the first?

The children were given balloons by the clowns in white suits.

1. The children's balloons were given to clowns in white suits.
2. Clowns in white suits gave the children balloons. 61

3. Do they mean the same?

1. The artist wearing a beret painted his friend's picture.
2. The artist's picture was painted by a friend wearing a beret. 62

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5. Making inferences (continued)		After reading a paragraph as the following, the student may be led by short-answer questions to infer the meaning intended by the author. Ann reached with eager delight for the letter brought by the postman. Her smile vanished halfway through the first line. She continued reading slowly, dry eyed and with lips firmly compressed. At the last word, she looked up facing the children waiting at the door but without seeing them. Then with slow measured steps, she walked back to the house. 1. Had she been waiting for a certain letter? 2. Could it be from a man? 3. Who might the man be? 4. What kind of news did it contain? 5. How can you tell? 6. Were the children hers? 7. What was she seeing mentally that prevented her from seeing the children? 8. How would you describe her feelings? [63] --- The teacher may have the student read selections such as the following and respond to questions pertaining to inference. The student who does not select the correct answer will reread and discuss the facts that lead them to the answer. (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		". . . When the microscopic germs that float about in the air settle on foods, they start decay. The materials in the food are broken up to form new chemical compounds. Some of them are the same as those which entered into the original formation of the foods namely carbon dioxide, water, and minerals. When decay takes place, new compounds with bad odors are also produced and the food changes in taste. The food may even become poisonous. Ptomaine poison is an example of this." Why is food packaged or covered in food stores? a. protection from the air b. protection from the light c. protection from carbon dioxide. d. protection from water 64
6. Perceiving relationships	Given suitable material to read, the student will be able to explain the cause and effect relationships in the story.	The students may be divided into two teams. The teacher or leader writes ten pairs of statements on the board. One statement is a cause and the other is a result. The players take turns going to the board and writing a C for the cause statement and an R before the result statement. The team with the greater number of points is the winner. 1. C The wind is blowing. 2. R Branches on the trees are moving. 1. R The horse was thirsty. 2. C The day was extremely warm. Adaptions: To make the game more difficult, three or four statements could be given for each part. The player would need to mentally discard the statement not needed (foils) and write the C and R in the correct places with the remaining statements. 65

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6. Perceiving relationships (continued)	Given items to compare, the student will be able to tell their similarities and differences.	The student may be given words to compare as the following: dog horse fox 1. How are the above words alike? 2. How are they different?
	Given extracted segments of reading material, the student will be able to compare and recognize relationships.	The student may be asked to read phrases as the following and place them under the right headings: a headache a bird call a siren a man gets hungry a table snow fall JUST SEE: snow fall; a table JUST HEAR: a bird call; a siren NEVER HEAR, NEVER SEE: a man get hungry; a headache 66 The student may read each sentence and decide to which word or words each pronoun refers and write that word on the line. "Tom, will you please take your dog home?" asked Mrs. Willis. "He runs after my children. They do not like that." you refers to (Tom) He refers to (dog) my refers to (Mrs. Willis) They refers to (children) 67

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The student may be given worksheets with exercises such as the following:

1. Which Does Not Belong?
   Read the four words in each box. Three of them belong together in some way. One does not belong. Cross out the word that does not belong and be ready to tell why.

bird duck catfish firefly	truck bus boat train

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2. Only three words in each row belong together in the same way. Write these three words on the lines below the row of words.

1. I me it you

_____ 69

3. Think how the words in the boxes belong together. Find a word below the sentences that will go with the underlined word in the same way and write the word on the line.

   1. Yes is to no just as now is to _(then)_.
   2. Jump is to jumped just as run is to _(ran)_.

Answer Box

there	then	soon
runs	went	ran

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(continued on following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6. Perceiving relationships (continued)		(continued from preceding page)

4. Just As

1. Game is to catcher just as school is to (teacher).

2. Warm is to hot just as good is to (wonderful).

3. Bark is to dog just as honk is to (goose).

Answer Box

teacher	wonderful	quiet
bad	sound	goose

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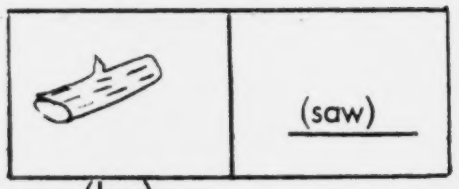
5. Which Belong Together?

Think how the pictures in the two circles belong together. Then find a word in the Word Box below that will go with the picture in the box in the same way. Write it in the box beside the picture with which it belongs.

(cloth) (scissors)


(log) (saw)

Word Box

eat	box	ride	laugh	train	three
boy	yellow	one	good	saw	house

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given suitable material, the student will be able to identify the unrelated statements in the selection.	The student may be asked to identify the sentence that does not relate to the other two. Tony played baseball. Martha bounced her ball. George is a boy. The teacher may provide opportunities in which the student may discuss the content of a story and determine sentences that do not relate to the story.
7. Evaluating		
a. Mood and emotional reactions	Given a passage to read, the student will be able to determine the mood of the selection.	The student may indicate the mood of a given selection. If he has a logical reason for his choice, any mood he chooses is acceptable. It was dark. The wind blew the door open and then shut it. A dog howled. The stairs creaked. How does this make you feel? happy sad afraid

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

How does this poem make you feel?

"Laughing Song
by William Blake

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When air does laugh without merry wit,
And the green hill laughs with the noise of it.

When the meadows laugh with lively green.
And the grasshopper laughs in the merry scene;
When Mary and Susan and Emily
With their sweet round mouths sing, 'Ha ha he.'

When the painted birds laugh in the shade,
When our table with cherries and nuts is spread;
Come alive, and be merry, and join with me,
To sing the sweet chorus of 'Ha ha he.'"[73]

After the student has read assigned selections, he may go ahead with the following activities:

1. The student may locate and list various figures of speech that create vivid images.

2. The student may indicate how any dialect used in the story contributes to mood and tone.

3. The student may select what he considers to be the most thrilling, beautiful, or humorous part of a story and tell why it was chosen.

4. The student may read poetry orally and discuss how the mood was created through phrasing, emphasis, and inflection.[74]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Character traits	Given a suitable passage to read that contains a character description, the student will be able to give a picture of that character.	The student may read a poem as the following and then draw a picture of the main character or describe him. "Jonathan Jo Jonathan Jo has a mouth like an 'o' And a wheelbarrow full of surprises; If you ask for a bat, Or something like that, He's got it whatever the size is. If you're wanting a ball, It's no trouble at all; Why the more that you ask for, the merrier-- Like a hoop and a top, And a watch that won't stop And some sweets, and an Aberdeen Terrier. Jonathan Jo Has a mouth like an 'o' But this is what makes him so funny: If you give him a smile, Only once in a while, Then he never expects any money."[75]
	Given an appropriate assignment, the student will be able to identify words and phrases that describe feelings of story characters.	The teacher may assign activities as the following that are related to material read by the student: 1. List the main character, find the passage where the author helps the reader see the character, and then read the passage aloud. 2. List words used to describe various characters. 3. Find examples in the story that imply how a character feels, e.g., She set her lips and frowned. (puzzled)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Authenticity	Given suitable statements to read, the student will be able to distinguish between those that are always true and those that are not always true.	The student may read the following statements that John told his father. The student should write yes after the comment both John and his father would consider true and maybe after the statement each might consider answering differently. The farmhouse was green and white. (yes) The boy's mother was pretty. (maybe)
d. Intention and purpose	Given reading material, the student will be able to assess (1) the relevancy of accompanying questions and (2) the intent and purpose of the author.	The teacher may prepare a paragraph for the student to read. The student will be asked whether the questions following the paragraph are relevant or not. "Sled dogs pull heavy loads over ice and snow. The dogs must be strong and sure-footed. They work in pairs. Each team has a leader who follows orders." 1. What do dogs eat? (not relevant) 2. What do sled dogs do? (relevant) 3. What qualities are necessary in a sled dog? (relevant) Additional questions that the teacher might ask to stress the intent and purpose of the author are: 1. Was the above paragraph written to entertain? 2. Was the above paragraph written to give facts? Through class discussion, the teacher may bring out the following points to help the student gain insight into the author's purpose or idea behind an assigned story, poem, myth, or legend: (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		1. Point out the values in the story. 2. Discuss the author's values. 3. Discuss the human assets and frailties the author's characters portray. 4. Discuss what the author does to start the reader assessing his own values. 5. Discuss that the author's purpose may be to help the reader in the following manner: a. to build self-concept b. to recognize humor c. to gain a sense of independence and self-reliance d. to maintain good relationships with family and friends e. to help master a handicap or overcome a fear
8. Recognizing figurative language	Given reading selections, the student will be able to (1) identify the specific type of figurative language used, (2) understand that it is quite appropriate to use figurative language, (3) realize that, if taken literally, figurative language might be pure nonsense, and (4) understand that ideas may be forcibly expressed through figurative expressions.	The teacher may stress to the student that figurative language may be found in a large quantity of reading selections, and that it is intended to make clear through an image what otherwise might be difficult to describe. The teacher should help the student recognize figurative language when it is encountered in his reading by acquainting him with definitions and examples of each type as follows: 1. Metaphor gives an implied comparison without using like or as between two essentially unlike things. Ex. - The road was a ribbon of moonlight. 2. Simile expresses a comparison between two essentially unlike things--usually introduced by like or as. Ex. - Her lips are like a thread of scarlet. (continued on following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
8. Recognizing figurative language (continued)		(continued from preceding page) 3. Alliteration repeats the same initial sound in several words in close succession. Ex. - Weary Willie wilted while waiting for Wanda. 4. Hyperbole uses gross or absurd exaggeration without intent to mislead. Ex. - I'm so hungry I could eat a horse. 5. Irony or sarcasm uses expressions in which the intended meaning of the words is the opposite of their usual sense. Ex. - What a kind boy he was to hurt that puppy. 6. Personification ascribes human or lifelike qualities to inanimate things. Ex. - The light was dancing across the room. 7. Exaggeration uses an excess of reasonable statement for effect. Ex. - That man was at least five hundred years old. 8. Assonance repeats the same vowel sounds in several words in close succession. 9. Onomatopoeia uses the naming of a thing or action by a more or less exact reproduction of the sound associated. Ex. - The rat-a-tat-tat of the rain on the window pane.
C. Critical reading		
1. Judging and evaluating material in light of author's purpose	Given an assigned reading selection, the student will be able to evaluate the material as it pertains to (1) the author's purpose, (2) the reader's purpose, and (3) the author's viewpoint and competency.	The teacher may instill an inquiring attitude on the student's part by presenting the following type of questions relating to their reading: 1. Who said this? 2. Does the author do what he sets out to do? 3. Does the author use the style and tone in keeping with the subject?

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may have the student skim a reading selection to judge if it is likely to contain the information he is seeking. The teacher may develop criteria for judging a reading selection by presenting the following type of questions: 1. Is the problem presented fairly? 2. Are enough data given? 3. Are data recent? 4. Are both sides represented? 5. Is the author's position clearly stated? 6. Does the author have the proper experience and training from which to write? NOTE: The student may learn to look up authors in encyclopedia and biographical sources such as Who's Who in America.
2. Distinguishing between fact and opinion	Given an assigned reading selection, the student will be able to distinguish between fact and opinion.	The student may be asked to look for sentences based on statistics, including dates and figures. The teacher will point out that data given by a person qualified in a particular field can be assumed to be facts. The teacher may help the student to become alert in recognizing opinions by pointing out phrases that usually indicate the items discussed are not based on facts, e.g., it is believed, it is said, it is reported, someone claims.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Recognizing propaganda techniques	Given a wide variety of reading assignments, the student will be able to recognize propaganda techniques.	The teacher may have the student choose advertisements of popular products from newspapers, magazines, and television and identify certain propaganda techniques that were used. The following are examples: Testimonial — The endorsement of a product by a well-known individual who does it for pay and thereby causes it to lose its validity. Identification with prestige — Names of prominent people used to give authority to an idea. Band-wagon effect — The idea that "everybody's doing it" persuades many people to follow suit. Card-stacking — The distorting of facts and misuse of statistics to favor a particular conclusion, e.g., "twice as fast," "three ways better," etc., without specifying faster than what or better than what. --- The teacher may use current political election speeches and editorials to point out certain propaganda techniques commonly used. Name calling — Identifying another by attacking an unpopular label to them whether it fits or not, e.g., communist. Plain-folks device — The politician attempts to get his audience to accept him as one of them. Glittering generalities — Slogans so vague as to be meaningless, e.g., "Chicken in every pot."

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Comparing and judging different points of view	Given an assigned reading selection, the student will be able to compare and judge different points of view.	The teacher may expose the student to a variety of newspapers that present differing political viewpoints. The student may be allowed to express the comparisons and analyze why the points of view are different. The student may be given history books used in the South and the North and be asked to compare the treatment of the Civil War.

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38. Gainsburg, op. cit., pp. 67-68.

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FOOTNOTES

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
IV. Reading and Study Skills A. Locating information 1. Alphabetizing	Given the letters of the alphabet, the student will be able to place the letters in the correct sequence.	The student may learn the names of symbols when he is introduced to reading and writing. The teacher may have the student read the letters from alphabet charts as well as recite simple alphabet songs and rhymes to help him learn the letters in sequence. --- The teacher may prepare other activities that might help students associate letter names and symbols such as: 1. Dictating the letters at random and sequential order for the student to write. 2. Placing alphabet cards in correct sequence. (These cards should be in the shape of the letter -- both capital and small and can be made from different kinds of material, i.e., felt, plastic, cardboard.) 3. Writing the letters using the alphabet charts as guides. 4. Writing the letters from memory. When students have a knowledge of the letter-symbol and name and can place them in correct sequence, more work can be done on place and order of letters. ---

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The student may be given worksheets having the letters of the alphabet included in nonsense syllables and words. By using the alphabet at the top of the paper as a guide, the student goes from left to right finding the letters and circling them in a sequential pattern in the following manner:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Fgn (a)cog z(b)of hdmi nush pow tryp kif nur(c) sh(d) Mo jrns p(e)m ruk. Rolb nsb a(f)a lijs buw ra(g) sav. Nry(h)uw wops (i)z larn soml. Pa(j)s ytu za(k) robt tor s(l)aw eugur. Gabl er cag jefe se(m) u(n) (o)ate b(p)xr. Bug(q) ut cit(r)ue kick (s)dg. Wab (t)vz gfu wxyz. Belu ni(u) loca po(v) wecf. Hnb as. Hirg ci(w)er liep kibe mi(x) soge fa(y). Cin Soc regl fi be(z) (a)od.

This activity will also help students who have a visual tracking problem. [1]

Worksheets may be prepared to help the student in placing the letters of the alphabet. The student fills in the missing letters.

_ c _ f _ h l _ _ o _ l _ p _ r

a _ _ d _ f g _ _ i _ l _ _ o p _ r _ t _ _ w _ y z

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1. Alphatetizing (continued)	Given a list of words, the student will be able to sequence these words in correct order by the first, second, and/or third letter.	The teacher may prepare worksheets for placing letters of the alphabet in the first, middle, or last section of the alphabet. The teacher dictates letters, and the student writes the letter in the correct column. Alphabet cards may also be used with the student placing them in the correct columns.

a _ f	g _ l	m _ z

The teacher may place words on 1" x 3" cards or in random order on a worksheet to be used in the following activities:

1. The student may be given a group of words each beginning with a different letter of the alphabet and told to place the words in sequence by first letter.

2. The student may be given 10-20 words each beginning with a different letter but with some letters missing, i,e., just, big, green, apple, is, very, every, pretty, quick, help. The student puts these words in correct sequence, i.e, apple, big, every, green, help, is, just, pretty, quick, very.

3. The student alphabetizes groups of words each beginning with the same letter using the second letter as a guide. (able, ahead,add, after, ape)

4. The student alphabetizes a group of words each beginning with the same first letter according to second and third letters. (bright, bucket, brown, broken, building, barking.

(continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		5. The student will be given words that have the same first three letters. The student will place these words in alphabetical order. (sensitive, senate, sense, sentiment, sensation, sensible)
	Given a list of names, the student will be able to arrange them in alphabetical order.	The teacher may list ten or more names on a worksheet. The student will number the names or recopy them in correct sequential order. Names beginning with Mc or Mac are alphabetized as if they were spelled Mac, and names beginning with St. are spelled out Saint for the purpose of alphabetizing. Examples are: Lofting, Hugh, MacDonald, McDuff, St. Pierre, Lynn.
	Given a list of titles, the student will be able to arrange the titles in correct alphabetical order.	The teacher may prepare an exercise in which the student will alphabetize titles listed in three different groups such as: (1) This group will be alphabetized by their first letter. — Herbert, Wild Goose Tale, Appleseed Farm, Beezus and Romona, Along Came a Dog (2) This group will include titles that start with a, an, and the and alphabetized by using second word of title. — Katie John, The Saturdays, Dot for Short, A Home for Sally, An Enormous Egg (3) This group will include titles starting with numbers that will be alphabetized as if numbers were spelled out. — 500 Hats, Dot for Short, 101 Dalmatians, Along Came a Dog

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Using books a. Book titles as guides to contents	Given various book titles, the student will be able to determine the relationship between the title and the contents.	The teacher may select several books from the classroom or school library. Some of the books would have titles that were specific as to context, some with titles that might suggest inclusion of a given topic, andothers that would not. The student is asked to select the appropriate books for studying about Abraham Lincoln. The Life of Abraham Lincoln Great Men in American History Life in Countries Near and Far Our Country Today and Yesterday
b. Table of contents	Given a table of contents to examine, the student will become familiar with information generally contained in this section of a book.	Students may be introduced to the table of contents in their first reading book. Activities such as the following may be used: 1. An introductory activity may be: a. On which page would you find the story (title)? b. The story "_____" is found on page _____. c. How many stories are in the book? 2. Students may also be given assignments such as: a. Go to your room library and get a copy of (title) _____. b. Open the book to the table of contents. c. Write down the title or titles of the chapters you might use to find out about Indians, etc. d. On which pages would you find these chapters? (continued below)

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given opportunities, the student will be able to use the table of contents to locate specific information related to other subject areas.	3. The teacher may have the student relate such information about a book as follows: a. The stories in this book are grouped into (5) units. b. "_____ _____" was written by Jean Mathes and begins on page _____. c. "The Mountain Lion" begins on page _____ and ends on page _____. d. Unit 1 includes _____pages. e. The glossary begins on page _____. The teacher may have the student locate specific information that will require the student to consult the table of contents as follows: 1. In the bibliography on page _____, you will find the references used in Chapter 4. 2. The index begins on page _____. 3. A graph showing the population of New York City is located on page _____. 4. The pictures for this book were done by the artists whose names appear in the section called "illustrations" on page _____.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Table of contents (continued)		The student may be asked to locate information pertaining to other subject areas based on the use of the table of contents. A. The two main topics discussed under Unit I, "Man Learns to Use His World" are . . . . 1. _____ page _____ 2. _____ page _____ B. From the Dictionary of Geographic Terms on page _____, write the definitions for the following terms: foothills _____ steppe _____ monsoon _____ delta _____
c. Index	Given various books, the student will be able to use the index in his textbooks to locate specific information.	The teacher may distribute several different books. Each book has an index listing for a topic, i.e., pioneers, etc. Students race to see who can find the listing first and the page numbers. 1. The first listing should be simple and found in only one place. 2. Later the listings should be of a type allowing the student to locate it in more than one place in the index, i.e., steamboat - found under s for steamboat, b for boat, etc.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may provide the following activity: Using the index, beginning on page _____, in your social studies book, locate the pages where the following topics are mentioned: Mining pages _____ to _____ Copper page _____ Gold page _____ Indians pages _____ to _____ Comanche page _____ Navajo page _____
d. Title page and copyright date	Given a book having a title page, the student will be able to locate the title page and read the information given on that page.	The student may be asked to select a book from the shelf. The teacher says, "The title of a book can be found in more than one place in a book. See how many places you can find the title and tell where these were located." Discussion could follow that the title is found on the (1) front cover, (2) spine, and (3) title page. If the student shows an interest, the teacher might follow up with a discussion of the following information that may be found on the title page: 1. The full or complete title. 2. The author of the book. 3. The publisher and city. 4. The illustrator and his job.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d. Title page and copyright date (continued)		The teacher may prepare a worksheet as the following to give the student experience in using title page.

KEY

Title: The name of the book.
Author: The person who wrote the book.
Illustrator: The person who drew the pictures.
Publisher: The company that prepared the book for sale.
Place of Publication: The place where book was made.
Copyright Date: The date the book was published. This is found on back of title page.

Take a book from our library and look at the title page for the following information:

Title _____
Author _____
Illustrator _____
Publisher _____
Place of Publication _____
Copyright Date _____
_____

The teacher may have the student locate the title page in a given book and discuss such things as the following:

1. What information is given on this page that would help you order another book?
2. Why might there be more than one city listed?
3. When was the book published?
4. What company published the book?

NOTE: Attention should be called to the fact that the copyright date is important if the information the student needs must be the most recent available.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
e. Glossary and appendix	Given the opportunity, the student will be able to locate and use the glossary and the appendix in completing an assignment.	Students may be introduced to the glossary as a simplified dictionary included in the book and related specifically to that book. Some of the early readers as well as some social studies or science textbooks include a glossary. Students may compare several books and their glossaries. The teacher asks students to look for specific words. Students can compare definitions, see which book has the most words listed, which includes pronunciations, and which gives page listings.
f. Reference material 1) Encyclopedia a) Letters or numbers on volume	Given opportunities, the student will be able to locate specified information in the encyclopedia by using the numerical or alphabetical listing on the outside volume covers.	The student may go to the section of the school library where the encyclopedias are kept and look carefully at both the set of World Book and the set of Compton's encyclopedias, and on a piece of paper answer the following questions about what he has discovered: 1. How many books are there in the set of World Book Encyclopedias? 2. What do the books have on the spine that will help you find information in the books? 3. How are both of these sets alike? 4. If you wanted to look up Stephen Foster in Compton's Encyclopedia, in which volume would you look? 5. In which volume of the World Book would you look to find information about George Washington?

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b) Guide words	Given opportunities, the student will be able to locate specific information in given encyclopedias by using guide words appearing at the top of each page.	The teacher may explain how to locate information in encyclopedias, then have the student locate various subjects by using the guide words at the top of each page. The student may write the answers to questions such as the following and list the guide words found at the top of each page where this information was found: 1. In what part of the United States did the Paiute Indian tribe live? 2. What was Paul Revere's occupation (what kind of work did he do)? 3. Who painted the "Mona Lisa?"
	Given an opportunity, the student will be able to use encyclopedias in completing a given assignment.	The student may be given a worksheet with an exercise such as: 1. How many sets of encyclopedias do we have? 2. How many volumes are there in the set of World Book Encyclopedia? 3. In which volume of World Book would you find material about George Washington? 4. What does each of the volumes have on the spine that helps you locate information? 5. What do you call the words at the top of the page? 6. How do these guide words help you? 7. Do each of these sets have an index? 8. How will the index help you? 9. What does the (See ___) reference mean?

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c) Key words	Given a selection to read, the student will be able to determine the word or words to use as key words to enable him to locate designated additional information in an encyclopedia.	The teacher may prepare the following type of worksheet: 1. Locate key words in sentence or topic. 2. Rewrite sentences and topics placing key words first. 3. Rearrange work placing key words in alphabetical order. 4. Arrange authors' names in alphabetical order placing last name first. 5. Indicate number of encyclopedia in which you would find material.[2] _____
d) Cross references	Given opportunities, the student will be able to use the encyclopedia index in locating given topics.	The teacher may give the student questions based on certain topics. In each question, the student will underline the key word that will aid him in using the index to locate the information. 1. What country leads in the production of oil? 2. What is the chief industry in the Middle East? _____ The student may use the index to locate information as the following and write his findings in the blanks: Information about the Egyptian pyramids is located in volume _____, letter _____, beginning on page____. _____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d) Cross references (continued)		The teacher may prepare more sophisticated exercises such as the following. The student will locate and compare the same information from two encyclopedias. Name of encyclopedia A _____ volume _____ copyright date _____ Name of encyclopedia B _____ volume _____ copyright date _____
e) Types	Given a variety of encyclopedias, the student will be able to demonstrate an awareness of each.	The student may be introduced to the following well-known encyclopedias: 1. Collier's Encyclopedia - Clearly written, has signed articles by specialists, profusely illustrated. 2. Columbia Encyclopedia - Brief and simple presentation in one volume. 3. Compton's Pictured Encyclopedia - Pictures on almost every page, long inclusive articles, especially fine for students from grades 6-9. 4. Encyclopedia Americana - Very strong in scientific articles. 5. World Book Encyclopedia - Simple, illustrated, for students from grades 5-12. 6. Encyclopaedia Brittanica - Especially scholarly.

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2) Other reference material	Given assignments requiring the use of book and non-book references, the student will be able to demonstrate ability in the use of all available reference materials.	The student may be given opportunities to use all material included in a library resource center - picture sets, records, tapes, strips, films, models, etc. Periodicals may be made available and opportunities to use these should be set up. The teacher may prepare a worksheet such as the following that will require information from a variety of reference sources. 1. Andre Gide is a living French author. On what page of what reference book can you find information about him? 2. Information about Felix Salten, author of Bambi, can be found on what page of "Living Authors?" 3. Marian Anderson is an excellent singer. Where can I find information on her? 4. On what page in what book can I find the meaning of the word "democracy?"[3] The student may be allowed to develop his ability to use library tools and resources and will be made aware of less standard reference sources as the following: 1. Who's Who 2. American Authors 3. Specialized dictionaries a. Roget's Thesaurus b. Bartlett's Familiar Quotations c. Roget's Thesaurus of English Words and Phrases d. Walker's Rhyming Dictionary

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Using the dictionary a. Guide words	Given exercises requiring the use of the dictionary, the student will be able to use guide words in locating words in the dictionary.	The student may be given an assignment to make his own dictionary using guide letters or words for each section. The following are suggestions for making dictionaries: 1. A notebook divided into 26 sections, one section for each letter of the alphabet, with a guide letter at the top. As the student has the need to spell new words in writing stories, he opens the notebook to the correct page. The teacher writes the words in the notebook for early primary students. 2. A small box can be sectioned into 26 parts. Words are written on small pieces of paper as the student needs them. The pieces of paper are put in the box behind the correct letter. (Individual envelopes may be used for each section.) --- The student may be introduced to guide words by using one of the simplified primary dictionaries with activity worksheets like the following: 1. At the top of each page are two words. These are called guide words. The first word is the same as the first word listed on the page, and the other word is the same as the last word on the page. All words that would be found between these words can be found on this page. The following sets of words are guide words found on pages in your copy of the First Spelling Dictionary. Look in your dictionary and find these guide words. Write the page numbers on which you can find these words. (continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

page

1. puzzle - ripple _____
2. deliver - drop _____
3. nurse - part _____
4. sung - the _____
5. list - mean _____

2. Here are guide words that can be found on pages 15, 20, and 23 in your First Spelling Dictionary. Listed below are words for you to find page numbers for by using the guide words.

Guide Words
India ..... 15 ..... knife
nurse ..... 20 ..... part
puzzle .... 23 ..... ripple

1. once p. _____
2. other p. _____
3. right p. _____
4. ready p. _____
5. receive p. _____
6. nurse p. _____
7. joke p. _____
8. into p. _____
9. reason p. _____
10. kitten p. _____

(continued on following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

a. Guide words (continued)

(continued from preceding page)

3. Here are guide words found on pages 8, 13, and 29 of your First Spelling Dictionary. Answer the questions below using the given guide words.

Guide Words
deliver . . . 8 . . . drop
Greek . . . 13 . . . help
sung . . . . 29 . . . the

1. Would you find the word summer on page 29 or 30?

2. On which page would you find the word dollar?

3. Would you find the word tape on page 29?

4. Would you find the word drum on page 8?

5. On which page would you find the word handle?

The teacher may prepare an exercise in which the student will locate words from a list as the following by using guide words.

	first guide word	second guide word
bison	_____	_____
mammoth	_____	_____
vulture	_____	_____
coyote	_____	_____

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Diacritical marks	Given exercises requiring the use of the dictionary, the student will be able to use and interpret diacritical markings in their use of the pronunciation key.	The teacher may prepare exercises in which the student will use the key words that give the sounds of the vowels and diacritical markings. After each word, the student will write the key word for correct diacritical markings in the accented syllable. 1. ledge (lĕj́) — key word: let 2. coop (küp) — rule 3. orbit (ôŕ bit) — ôrder 4. label (lā́bl) — āge The teacher may prepare exercises in which the student will need to use the diacritical key to interpret the phonetic respelling of words as follows: Circle the correct spelling of the phonetically spelled word. 1. (pyůr) purr **(pure)** pour 2. (muń ē) movie monkey **(money)** 3. (fėrst) **(first)** fist frost The student may relate the following diacritical markings and their names and supply a sample word for each: 1. (¯) macron (māde) 2. (˘) breve (făt) 3. (^) circumflex (côrn) 4. (~) tilde (ovẽr) 5. (ə) schwa (another)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Multiple meanings and abbreviations	Given exercises requiring the use of the dictionary, the student will be able to identify the most correct meaning for a sentence from the multiple meanings of the defined word.	The teacher may prepare exercises in which the student will indicate the meaning that best fits the context of the sentence. (hike) 1. take a long walk, tramp 2. a tramp or a march (2) The eleven-mile hike left Robert completely exhausted. (1) When the boys were out hiking, they found the entrance to a small cave.
	Given a word to look up in the dictionary, the student will be able to (1) locate and identify the abbreviation in italic letters before the multiple definitions, (2) identify the word according to the various parts of speech, and (3) use the word in various sentences according to its multiple meanings.	The teacher may assign the following information concerning dictionary abbreviations: n. noun: name of a person, place or thing v. verb: expresses action v.i. verb intransitive: no receiver of action v.t. verb transitive, or being: a receiver of action adj. adjective: modifies a noun or pronoun adv. adverb: modifies a verb, adjective, or another adverb—tells how, when, where, or to what extent pron. pronoun: takes the place of a noun prep. preposition: shows relationship of a noun or pronoun to some other word in a sentence -- prepositions occur in phrases only, e.g., in, for, by, etc. conj. conjunction: connects words, phrases, or clauses interj. interjection: expresses strong feeling

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The student may be given sentences in which the same word is used as different parts of speech. The underlined word will be found in the dictionary and its part of speech listed. The following is an example: 1. I called the <u>store</u> to order groceries. (noun) 2. I will <u>store</u> my clothes in the closet. (verb) 3. The <u>walk</u> was uphill. (noun) 4. Please <u>walk</u> up the hill. (verb)
d. Special sections	Given an opportunity to study a dictionary, the student will be able to (1) locate the special sections and (2) tell the purpose of each section.	The teacher may point out the following dictionary sections and their purpose to the student: <u>Addenda</u>: new words that have been added to the language since last printing <u>Guide to pronunciation</u>: explanation of the way symbols are used <u>Foreign words and phrases</u> <u>Gazetteer</u>: information about places <u>Biographical</u>: information about people <u>Punctuation</u>: chief marks of punctuation with the names <u>Forms of address</u>: list of alternative forms of address

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Using the library a. Book cards	Given the opportunity, the student will be able to check books out of the school library in a correct manner.	The student practices writing his name (last name, first name) on the lines of a book card.

McCloskey, Robert AUTHOR Lentil TITLE	
DATE DUE	BORROWER'S NAME
	Smith, Betty

NOTE: The dues should be discussed and students should be encouraged to take the responsibility for returning books on time. First-grade students can begin to assume this responsibility. The teacher or librarian can work with very young students introducing them to the easy books, where to find them, and how to check them out. Care of books should be stressed. Filmstrips and films are available to assist the teacher in getting this idea across.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Book location: card catalog	Given the opportunity, the student will be able to locate material in the card catalog and in the library.	The student may be given a worksheet showing make-believe catalog drawers with letter guides to tell him in which drawer he should look to find the books or subjects listed below. The student is to write the correct letters in the blank. A-B | C-F | G-H | I-K | L-M | N-P | Q-S | T-Z C-F 1. The book A Fly Went By C-F 2. A book about cats C-F 3. Books written about Beverly Cleary L-M 4. The book Mary Poppins Q-S 5. The book Ramona Book 4 The teacher may explain that each drawer of the card catalog has guide letters inside to help the student find cards easier. These are the guide cards that might be found inside the A-B drawer. As Au B Bem Bi Bl The teacher may use the guide letters listed above and have student indicate which guide letter would precede the book title. The following is an example: B 1. Bambi B 2. Beezus and Ramona As 3. Ask Mr. Bear Bi 4. The Biggest Bear B 5. Baby Animals

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Book location: card catalog (continued)		The student may be introduced to the following kinds of cards in the card catalog: 1. Subject Cards 2. Author Cards 3. Title Cards --- The student may be asked to indicate which card he would use to find books or subjects as those listed below: Card Catalog Title — 1. A card for the book Ranch Book. Subject — 2. A card that tells where to find books about horses. Title — 3. A card for the book Two is a Team. Author — 4. Cards that tell you the books in our library written by Laura Ingalls Wilder. Subject — 5. Card that tells you where to find books about dogs.[5] --- The teacher may reinforce the skill of using the three types of cards in the card catalog by giving activities as the following: 1. Go to the library card catalog and find all the books listed under each of these headings and list the books found under each. 1. Nevada 2. Community Life --- 2. Look in the card catalog to find all the books written by the following authors and list the books found under each: 1. Berta Hader 2. Eloise Jarvis McGraw

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Dewey Decimal System	Given opportunities to use the library, the student will become familiar with arrangements of books according to the Dewey Decimal System.	3. Go to the card catalog and find each of the following books and write the name of the author beside each of these titles. Caroline and Her Kettle Named Maud The Family Under the Bridge The Matchlock Gun A Bear Called Paddington The teacher may provide activities as the following to develop skill in the use of the Dewey Decimal System. 1. Fill in the classification number for all the books listed below. _____ More Tales from Grimm by Grimm _____ It's Fun to Know Why by Schwartz _____ The First Book of Prehistoric Animals by Dickinson 2. Find the shelves that have books with the numbers listed below and fill in the blanks with the SUBJECT of the number listed. _____ 423 _____ 591.5 _____ 582.13 _____ 793 3. Fiction books have only a LETTER on the spine. What letter would be found on a book by Walter Farley___, Rutherford Montgomery___, Louisa May Alcott ____? (continued on following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
1) Dewey Decimal System (continued)		(continued from preceding page) 4. List the numbers below in the order that you would put them on a library shelf. 623.8 _____ 423 _____ S _____ W _____ M _____ 793.7 _____ 537 _____ H _____ 5. List below at least three classification numbers that you need to memorize because you especially like that type of reading material. Number Subject _____ _____ _____ _____ 6 6. List the general classification number for each of the following: travel _____ mythology _____ biography _____ sports _____ history _____ animals _____ 7
2) Library of Congress	Given library cards showing both the Dewey Decimal System and the corresponding Library of Congress classification, the student will be able to locate books by either type of classification.	The teacher may give the student a topic, and the student will be able to find the alpha-numeric classification of the Library of Congress that matches the Dewey Decimal given to that topic. The following is an example: Topic _____ Dewey Decimal _____ Library of Congress Animals _____ 500 _____ OA

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Other sources	Given specific learning situations in the library, the student will (1) become familiar with all phases of the library and (2) be able to locate information independently.	The teacher may provide an opportunity for the student to tour the library in order to learn its arrangement and become acquainted with the check-out desk and library procedures as established by the librarian. The following are the kinds of things with which the student should become familiar: The Reader's Guide: This is an index to periodical literature. The entries are listed by author, title, and subject. The magazines that are indexed in this guide are kept in an orderly fashion for reference purposes. The Vertical File: This file contains pamphlets and clippings from newspapers and magazines. The information is both printed and pictorial. The Fiction Shelves: Dewey Decimal System fiction books are arranged on the shelves by authors. If there are two or more books by the same author, they are arranged alphabetically by title. The Nonfiction Shelves: These books are placed in a certain class and are identified by a number placed on the back of the book. There are ten large subject classifications with many large subdivisions. Books with the same class number are distinguished from one another by the first letter of the author's name. The Atlas: An atlas is the standard reference book for geographical information. Magazine and Newspaper Racks: This section contains current publications. Non-Book Area: This includes such materials as films, filmstrips, listening centers, tapes, picture sets, etc.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Other sources (continued)		After the student has become familiarized with the library sources listed on the preceding page and procedures, the student may be given specific assignments in locating information. It should be noted that in some schools the orienting to the library is done by the head librarian through the orientation classes or other subject areas.
5. Interpreting pictorial material		
a. Graphs and charts	Given proper activities, the student will be able to read and record information on a simple bar graph.	The teacher may prepare a bulletin board chart indicating the parts of a table as illustrated below:

	BOOKS WE HAVE TO READ		← Title
Column 1 →	Name	Number	← Column 2
	Bill Smith	10	
	Mary Brown	5	
Name ⟶	Room 12	Jan. 6	← Date

Students may begin to make their own charts for recording achievement, attendance, etc., from which they may make simple picture graphs as shown in #1 or bar graphs as shown in #2 and 3.

(illustrations continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

(1)

Room 8	Book Read
Sept.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Oct.	☐ ☐ ☐ ☐ ☐
Nov.	☐ ☐ ☐
Dec.	☐ ☐ ☐ ☐ ☐ ☐
Key: ☐	= 1 book Miss Smith 1 - 3

(2)

Books We Have Read	
Bill Smith	
Mary Brown	
John Lee	
Name _____ Date ____	

(3)

Room 8	Books Read
Sept.	
Oct.	
Nov.	
Name _____ Date ____	

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8. Special permission granted by "Introducing Table and Graph Skills," Book A., 1968, p. 6-10, published by American Education Publications/ A Xerox Company, Columbus, Ohio.

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
a. Graphs and charts (continued)	Given the opportunity to read pictorial material, the student will be able to interpret the type and meaning of various types of graphs.	The teacher may point out that the following types of graphs are often encountered in science, mathematics, and social studies and have the student explain their principal functions. Circle graph: Shows the relationship of the parts to the whole of 100%. Line graph: Shows similar information as bar graph by the use of a line and a point. Bar graph: (vertical or horizontal) Particularly useful in showing amounts and quantities. Pictograph: Shows numbers in an easier but somewhat less accurate manner by using figures or pictures. Numerical table: Presents a series of numbers related to one idea in a systematic accurate manner.
b. Maps and globes	Given the opportunity, the student will be able to read and construct maps ranging from simple to complex.	The student may be given drawing paper, pencils, and crayons. The teacher lists directions as the following on the board. The student reads the directions and draws the map according to the directions. 1. Use the letter N for north, S for south, E for east, and W for west. Place these letters on your paper where you would find them on a map. 2. Between west and east there is a street. Draw two parallel lines about an inch apart, running from west to east. (continued below)

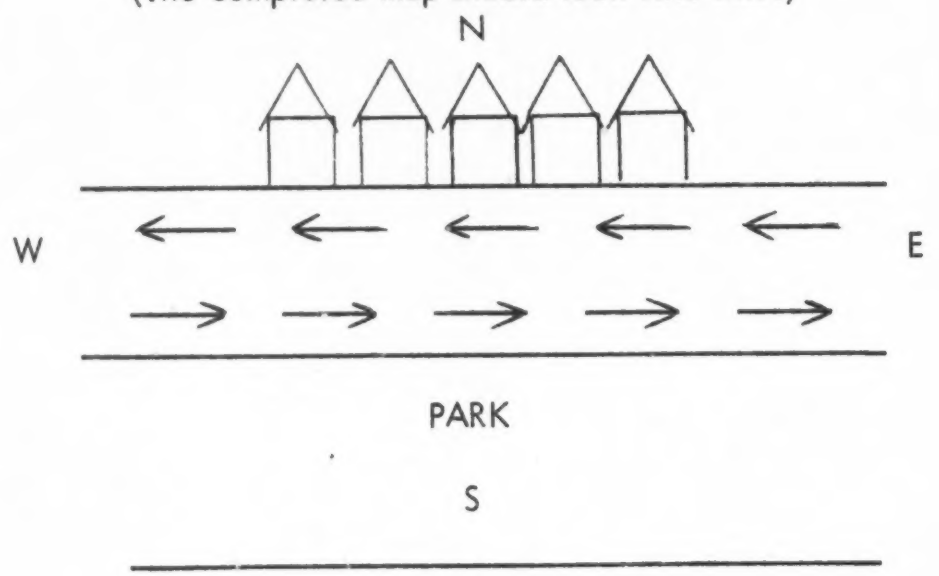
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

3. On the north side of this street the traffic moves west. Using arrows, show the direction of the traffic from east to west.

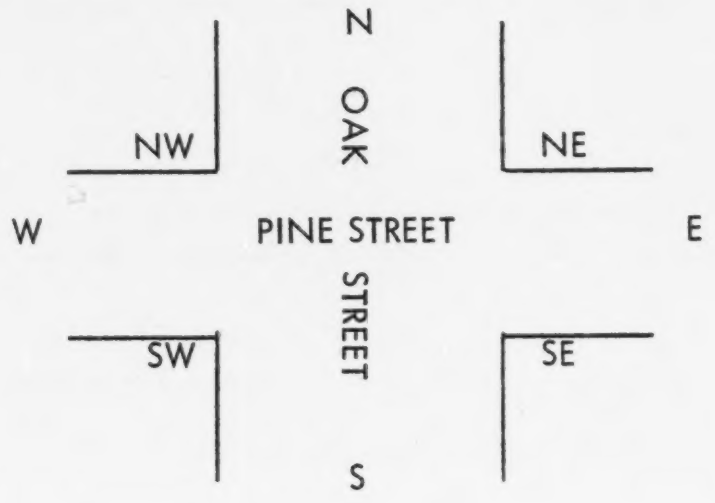
4. On the south side of the street the traffic moves west to east. Using arrows, show the way the traffic moves.

5. There is a city park on the south side of the street. Write PARK in this area.

6. There are five houses on the north side of the street. Use a symbol of your own choice to represent the houses.
(The completed map should look like this.)



SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Maps and globes (continued)		The student may be given drawing paper, crayons, and pencil. The teacher draws a map on the board similar to that shown below. The directions are written under it with the vocabulary adapted to the particular grade level being taught. The student is told to draw the map and add items as directed.



1. There is a store on the S.E. corner of Pine Street, Write STORE on this corner.

2. There is a school on Oak Street. It is located near the N.W. corner. Draw a circle to represent the school and write the word SCHOOL under the circle.

3. A theatre is across the street from the school. Draw two small squares to represent the theatre.

4. Jack lives on Pine Street close to the S.W. corner. Draw this symbol (⌂) to represent his house.

5. Jack goes to the store for his mother. Draw a broken line (----) to show the way he goes from his house to the store.

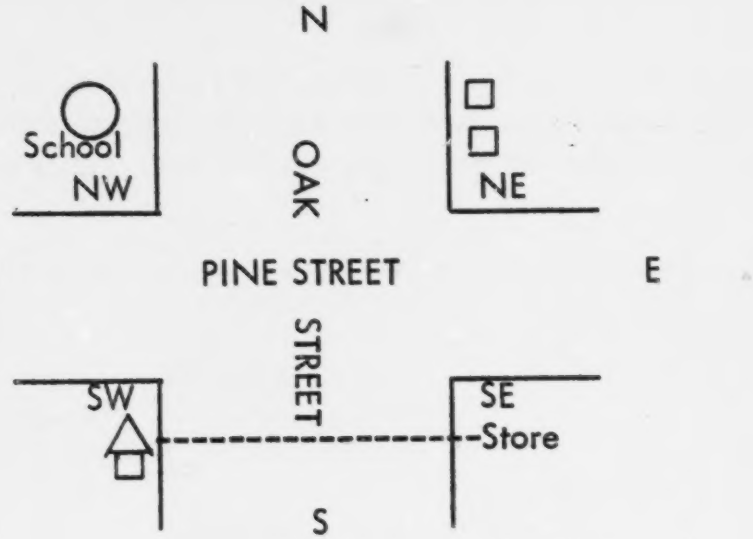
(continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

6. Is the theatre east or west of the school?

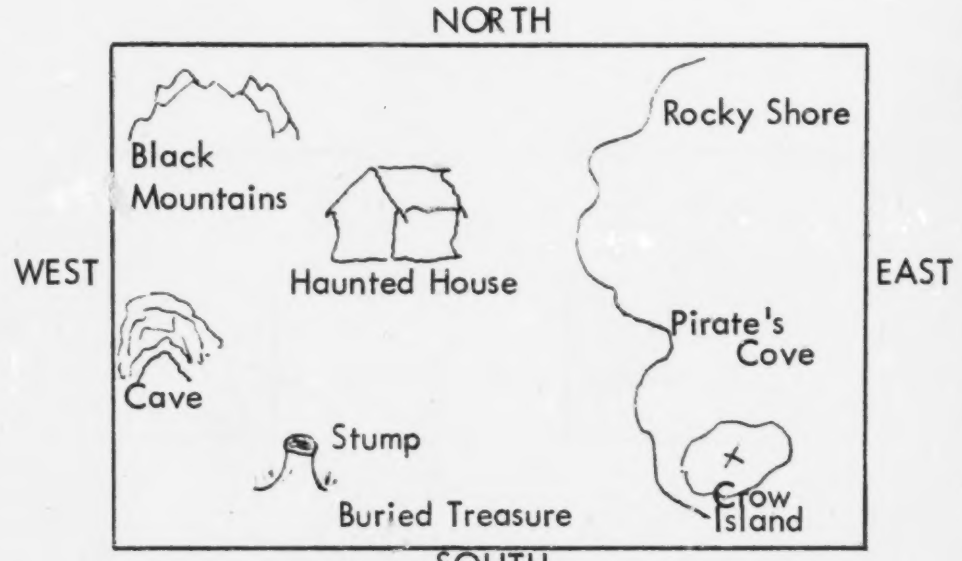
7. Is the school north or south of Jack's house?

The finished paper should look like the following:



6. East
7. North

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
b. Maps and globes (continued)		Students may make maps related to stories they are reading, when and if it applies. A pioneer story might lend itself to making a map of the journey, etc. The teacher may give a copy of a map to each student and write simple directions for the student to follow.



Long ago some pirates visited this place and buried treasure of gold and jewels. Here is the note that tells where the buried treasure is. Follow the directions and see if you can find it.

1. Start at Crow Island and go by boat northwest until you reach Rocky Shore.
2. Leave the boat and go west to the Black Mountains.
3. Turn south and follow the trail between the Haunted House and the Cave.
4. If you walk in a southeasterly direction from the Cave you will find an old Stump.
5. Dig here and you will find a treasure rich in gold and jewels

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given appropriate opportunities, the student will be able to use and interpret maps and globes.	The teacher may give the student a completed map of the classroom. Somewhere in the room a game, toy, or book is hidden. By following the directions on the board, the student will be able to find the hidden object. A student may hide an object and draw a simple map for another student to follow in order to find the hidden object. The teacher may prepare exercises in which the student will learn to use such map reading skills as follows: 1. Locate directions. 2. Locate specific locations as cities, rivers, etc. 3. Use cultural features as industries, transportation, etc. 4. Use symbols in keys and legends. (these will vary) 5. Understand geographical terms such as straits, estuaries, etc. The teacher may point out the importance of the various types of maps used in subject areas such as the following: 1. Product map 2. Rainfall map 3. Natural region map 4. Population map 5. Transportation map 6. Topography map

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Models and picture sets	Given opportunities to manipulate models and picture sets, the student will be able to interpret and use the information.	The student may be shown pictures or picture sets and be asked to do one or more of the following: 1. Make up a title for a picture. 2. Tell the main idea shown in the picture. 3. Answer specific questions about the picture. 4. Compare two pictures, e.g., two countries, two periods in history, two types of activities, etc. 5. Write a story about the picture. 6. Compare a picture with a map of some area. By using models students can gain more concrete understanding of the way something is built or how something actually looks such as models of buildings, the heart, or the ear. The student may draw diagrams of models from his observation.
6. Adjusting reading rate to reading purpose a. Skimming	Given reading material, the student will be able to adjust his reading rate and use the skills of skimming according to the purpose of his reading and the type of reading material being used.	Skimming is getting an overview or general idea of the materials presented. The teacher may have the students read the captions on each frame of a filmstrip giving the students a moment to read the caption, flip the projector off, and ask what the sentence or sentences were about. The teacher may show written passages or sentences on an overhead projector allowing a specified time for the student to read the material. The student is then asked to summarize the passage.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given a reading selection, the student will be able to skim the material and answer general questions.	The student may be given a timed reading exercise with the instructions not to read every word but to concentrate only on the general impression or thoughts from the whole selection. The student may be given a group of paragraphs and asked to skim each one rapidly to get a quick impression of the content. From a list of titles, the student will be asked to select the one that fits each paragraph. The following are examples: 1. A chair that makes fun easier for ski enthusiasts may help benefit all mankind. The ski lift that takes skiers to the heights of Whiteface Mountain in New York State will be used in the summer to carry an aero - graph, a measuring instrument, to the top of the 4,867 foot mountain. It will make readings of temperature, moisture, and atmospheric pressure. 2. Farmers have mixed feelings about lightning. Barns standing high in an open region and cows in the pasture during a thunderstorm are often the target for deadly electrical flashes. On the other hand, lightning does a useful thing for the farmer by taking nitrogen out of the air. The rain then carries it down into the soil where it acts as rich fertilizer. 2 a. Both a blight and and blessing 1 b. New use for an old device ____ c. Baseball in Europe ____ d. He led the way 10

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
a. Skimming (continued)		The teacher may give the student timed exercises for skimming. After the student has skimmed the material, the teacher may administer general questions pertaining to the material. The following are examples of methods of attack: Type of Paragraph Structure — Method of Attack 1. Question - answer, Problem - solution — Look for the question or problem and then for the answer solution. 2. Conclusion - proof, Opinion - reasons, Statement - support — Look for the central thought or main idea and then for the supporting details. 3. Fusion of details description — Note what is being described and how. 4. Free association stream of consciousness — Look at the beginning and end and not how transition is made. 5. Sequence of events chronological — Note the beginning and ending thoughts and the nature of the intermediate steps.
b. Scanning	Given reading selections and questions, the student will be able to adjust his reading rate as he scans for specific facts.	Scanning is looking for a specific name, number, fact, etc., from reading material. The teacher may select appropriate material and determine questions to be answered by scanning. For example, the teacher may make a game of scanning. Ask the student to scan page 76 and find the answer to the question – How old was the boy? The student may be instructed to find and be able to read the sentence containing the answer.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

The student may be given a table listing the population of several countries and will be asked to scan it to answer specific questions.

Cameroon	4,097,000
Central African Republic	1,227,000
Chad	2,675,000
Congo Republic (Brazzaville)	795,000
Liberia	1,250,000
Morocco	11,626,000
Nigeria	35,752,000
Republic of Congo (Leopoldville)	14,150,000
Tanganyika	9,404,000

1. What is the population of Tanganyika?
2. What is the capital of the Republic of Congo?
3. What is the capital of the Congo Republic?
4. Which nation has the largest population?
5. Which nation has the smallest population?

The student may be given two lists of words lettered A and B. Following list A in order, the student will be asked to scan list B and pick out the word that matches.

A	B
commencement	Britannica
United	steel
Encyclopaedia	D.C.
symphony	money
stainless	exercises
Washington	orchestra
Solar	Nations
counterfeit	System

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
c. Leisure	Given opportunities to listen to stories or poetry, the student will choose to read these or similar selections in his leisure time.	The teacher may set aside a special time each day for students to listen to stories or poems. Story records may be used as well as stories prepared and read by the teacher. It is best to read stories that can be finished in one session for the younger students. Continued stories such as "Charlotte's Web" are enjoyed by the older students. Student may enjoy filmstrip record stories. As the story is played on the record player, the student may follow the story captions on the filmstrip. The teacher may prepare read-along tapes for the students to use as the story is played on the tape recorder. The student may read along in a copy of the book. This activity may encourage reluctant readers to want to read. The students may enjoy a poetry time when the teacher reads different types of poems aloud. Students may enjoy making movie boxes, dioramas, or murals after hearing a story or poem. The teacher may encourage students to dramatize or pantomime the stories or poems. NOTE: Suggestions for book sharing activities may be found in the Appendix.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
	Given the opportunity to select his own reading material, the student will adjust his reading rate and pace himself to suit his needs and purposes.	The teacher may set up a special period during each day when the students are free to select any material they wish to read. Students need opportunities to read many books for pleasure and leisure reading. If students wish to share their books, time should be provided. The teacher may set up an individualized reading program building it around the reading materials selected by each student. The teacher helps the student pace himself by encouraging him to read many easy books, since students tend to select books that are too difficult rather than too easy. The students may use art activities or dramatizations as well as reporting and discussion to share the books they have read. The student's interest in his choice of leisure time reading may speed up his reading rate and increase his reading vocabulary. The student may be shown through group discussion and reading practice how unnecessary words may be skipped without losing the thought of the sentence. Key words are underlined. Little Wolf had no right to be so far west as the Mississippi in the autumn of the year 1583. He was a Navajo boy, and he was on the hunting grounds of the hostile Crow Indians.[11]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
d. Critical	Given critical reading selections, the student will be able to read and answer questions pertaining to the selections.	The teacher may give two or three critical reading selections a week and have the student read the selections and answer questions. The student will determine if a paragraph as the following describes the "typical" American and if it represents the kind of thinking that leads to national understanding. The student is told to keep in mind his knowledge about characteristics of nations and nationalism. "You know that Americans are not all alike; however, they have enough traits in common so that you can form a picture of them. They usually think they are just as good as anyone else; therefore, they do not list distinctions. They do not consider government as sacred; therefore, they openly criticize it. They are socially democratic; therefore, they speak to people to whom they have not been introduced. They enjoy athletic games; fair play and consideration for their opponents have made them good sports in other activities of life, too. They admire the self-made man and respect people who work with their hands, and so they are not ashamed of workman's clothes, nor are they too proud to do manual labor. They consider government officials as their servants, not as their masters; in consequence, they dislike people who are overbearing toward their neighbors. Americans no longer form a patchwork quilt made up of many foreign customs, but rather they are a woven fabric of American materials with a basic British background and many smaller patterns from other countries of the world."[12]
e. Rapid reading	Given numerous timed reading selections, the student will be able to increase his reading rate while maintaining or improving his comprehension.	The student should be made aware that the reading rate varies according to the type of material and the reading purpose.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The following chart compares four reading speeds with the normal reading rate: 1. Normal reading speed for your grade 240 words a minute or more 2. Rapid reading for important thoughts 320-370 words a minute or more 3. Skimming for general impression about 500 words a minute 4. Scanning for ideas, not words 650-750 words a minute or more 5. Scanning for words, not ideas 1000 words a minute or more The teacher may assign timed reading selection followed by short comprehension questions such as the McCall Crabb Series.

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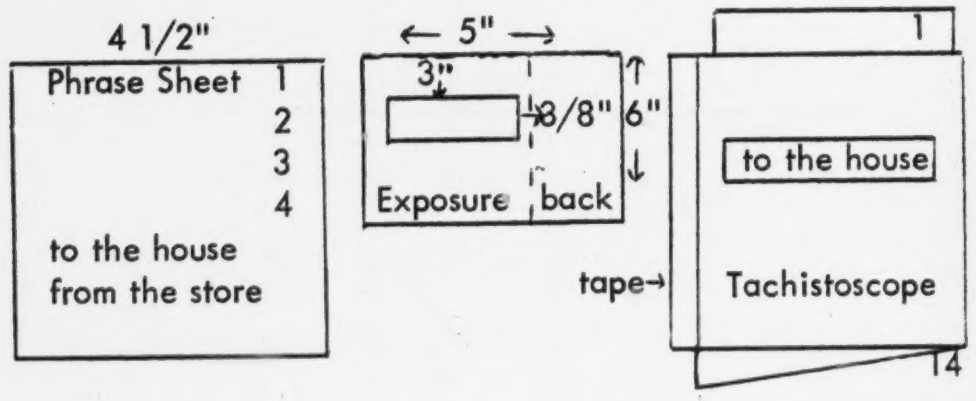
SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
e. Rapid reading (continued)		There are several machines such as the Controlled Reader, S.R.A., Reading Accelerator, Tachistoscope, Keystone Reading Pacer, Skimmer, and the Scanner that are all designed to improve the student's silent reading skills. The teacher can make his own hand tachistoscope out of oak tag and adhesive tape as the example below illustrates. 
B. Organization information 1. Organizing an outline	Given an assigned reading selection, the student will be able to outline by (1) locating the main ideas and supporting facts, (2) arranging facts in sequence, and (3) using either a topic or sentence outline.	The student may be given a simple outline to read and correct. He is to find the words that are misplaced and put them under the correct heading. I. Fruits A. Apples B. Corn C. Peas II. Vegetables A. Oranges B. Turnips C. Pineapples

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The student may be asked to read words as the following and place them under the proper headings: telephone, radio, boat, airplane, telegraph, train. I. Transportation A. B. C. II. Communication A. B. C. The teacher may assign a paragraph to be read and have the student reduce the material to short sentences and then to phrases or topics. For better continuity of this activity the example is continued on the following page.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

1. Organizing an outline (continued)

(continued from preceding page)

An efficient reader has many important characteristics that distinguish him from the poor reader. First, the efficient reader always reads for a purpose whether the purpose be information, sheer pleasure, or a combination of both. He does not read all material at the same rate, but he may speed through fiction or other lighter reading. His eyes move quickly over the line of print while he grasps the meaning of whole phrases. He knows that a word is meaningless by itself. An efficient reader understands the relationship of ideas and organizes them in his mind. He may make mental or written notes. He knows how to skim and when to skim. Most important, he concentrates when he needs to, and he remembers the important ideas he has read.

Sentence Outline	Topic Outline
1. An efficient reader has many important characteristics.	1. Characteristics of an efficient reader.
a. He always reads for a purpose.	a. Always has a purpose
b. He varies his speed. (The next sentence illustrates this point and is not needed in the outline.)	b. Varies speed
c. With quick eye movements, he grasps phrases. (The next sentence is unnecessary in the outline.)	c. Grasps phrases with quick eye movements
d. He understands the relationship of the ideas.	d. Understands relationship of ideas
e. He makes notes.	e. Makes notes
f. He knows how and when to skim.	f. Skims
g. He concentrates and retains what he reads.	g. Concentrates and remembers

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may point out that there are some precautions in outlining a selection that should be emphasized such as: Keep the outline brief – by using the phrase or topic form for details by omitting details that repeat ideas by omitting details that are not needed to support the main thought Recognize that some entire paragraphs – may merely introduce the selection may merely summarize it [16]
2. Locating ideas and supporting facts	Given stories and factual material of suitable degrees of difficulty, the student will be able to identify pertinent ideas and facts.	The teacher may have the student read a short story containing absurd and unnecessary details and underline the sentences that do not need to be in the story. Jane and Ann asked their mother if they could go to the store for popsicles. She said that they could go if they were careful. They took the money from mother, put it in Jane's dress pocket, and walked toward the store. Many blue, red, and yellow cars passed them as they were walking. The store's parking lot was filled with cars. At the door of the store Jane put her hand into her pocket for the money. It was gone! An ice truck drove by. Ann sadly said, "We might as well go home." But Jane said, "Let's go in the store and just look at the popsicles." The girls went into the store and saw a lady dressed in white. She had a tray of ice cream sandwiches, and when she passed it to the girls, they each had a good chocolate one. After that they went home happily. A dog barked at them. On the way home Ann found the money they had lost. Maybe tomorrow mother would let them go to the store again. Then, they would get their popsicles.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Locating ideas and supporting facts (continued)		The student may be asked to read a short article, for example, concerning rabbits. The student will title a page "What I Know About Rabbits" and write as much as he can. He will keep the article while doing this as a reference aid and for help in spelling. The student may be given paragraphs that contain many details. The student will be asked to reproduce the idea oraliy or answer specific questions inwriting. The following is an example: The clown stood before the people. His face was painted red and blue. Large circles were painted around his eyes. The tip of his nose was curved. He wore a large white suit with a white ruffle around his neck. The big wooden buttons on his suit were shaped like wheels. 1. What was painted blue and red? (his face) 2. What did the clown wear around his neck? (white ruffle) 17
3. Composing titles	Given appropriate stories and pictures, the student will be able to choose or compose a suitable title.	The student may be asked to match given titles with selected paragraphs. Note: An example is shown on page 187 under skimming. The student may be asked to create his own title from the "miscellany" picture of the week from Life magazine. The student may draw his own picture and title it or exchange his picture with other students and then title their picture.

17. Reprinted with the permission of the publisher from David H. Russell and Etta E. Karp's Reading Aids Through the Grades (New York: Teachers College Press), copyright 1951, Teachers College, Columbia University.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Classifying pictures, facts, ideas, and events under main headings or in categories	Given selections of pictures, facts, ideas, and events, the student will be able to sort the groups in logical sub-groups.	The student may be given a worksheet on which several statements have been written. He is asked to indicate which of these statements are facts. 1. The zebra has stripes. 2. The unhappy sun hid behind the cloud. 3. The zebra's name was probably Mabel. 4. There were five zebras in the cage. The student may read several sentences and indicate which of them tell about helicopters. 1. They can land where other airplanes cannot land. 2. They can be used to bring food to hungry people who are stranded. 3. They can be used to dust crops. 4. They are good to eat. 5. Everybody has one of these in his garage. The student may group the words that are alike and tell why they are alike. blue green small huge orange tiny Colors (blue) (green) (orange) Sizes (small) (tiny) (huge)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
5. Arranging events, facts, and ideas in sequence (see page 80 under comprehension)	Given reading and/or visual material involving sequence, the student will be able to arrange the given material in sequential order.	The student may be given comic strips that have been cut apart and asked to arrange them in sequence. The teacher may draw simple stick figures to be arranged in order by the student such as: 1. A hungry cat looking for food 2. A cat jumping on a table 3. A cat beginning to eat from a filled plate 4. A cat finishing eating from an empty plate 5. A cat being caught by mother 6. A cat being put outside The student may plan and act out pantomimes as: 1. brushing teeth 2. getting dressed The student may be given a paragraph to read. A series of events are listed, and the student is asked to arrange them in the proper sequence. To follow the sequence of events, specific questions may be asked about the paragraph (3) At last the animals were led into the ring. (6) What excitement there was! (1) First, a long line of elephants marched in. (2) Camels, bears, and ponies followed the line. (4) A big brown bear fell and rolled on his back. (5) The children laughed and laughed at the bear's funny trick. 1. Who marched first? 2. Who followed? 3. Who fell? [18]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The student may be given a group of sentences that are not in correct sequence. He is asked to number them in correct order. (5) He jumped up and tried to lick their faces. (2) They parked their car and got out. (4) They patted his head. (1) Mother took John and Peter downtown to buy new shoes. (3) A little black dog ran up to them. 19
6. Summarizing	Given facts of information pertaining to a subject, the student will be able to organize these facts into a summary.	The student may be given a paragraph to read as the following and asked to give a simple summary. Some animals use their jaws and teeth as we use tools. These animals have jaws that crack or crush things. Other animals have jaws that saw, grind, and tear. Summary: Animals use their jaws as people use tools.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
6. Summarizing (continued)		The student may be given a paragraph in which all the key words and phrases are underlined. Noting the underlined parts of the paragraph, the student may be asked to organize these into a one-sentence summary. If you are not informed, you cannot tell the difference between the stars and planets with the naked eye. You remember the stars, even the nearest, are at such a tremendous distance from us that it would take too many zeros to express it in miles. No matter how vast these stars may be, even our most powerful telescope can see them only as points of light. By the time their light reaches us it is disturbed by our air currents. Therefore, stars always appear as twinkling lights. Planets, on the other hand, are near enough to be seen through the telescope as discs rather than pinpoints. Our atmosphere does not distort their light as much. Hence, they do not twinkle as we look at them. We can tell the difference then by the twinkle. Summary: Stars twinkle because their light, coming from tremendous distances, is disturbed by air currents, but the planets that are nearer do not twinkle. 20
7. Making a simple table of contents	Given a simple table of contents and an explanation of what it is and what uses it serves, the student will be able to use the table of contents in books and make his own table of contents for the booklets he writes.	The student may arrange titled stories the class has written into a booklet with page numbers and construct his own table of contents. (This activity is continued below)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		Table of Contents Animal Stories My Dog Flippy ..... Hal Dawes ..... 6 Happy Hopalong ..... Anne Smith ..... 11 Chicken Donkey..... Mark Ross ..... 17 Pussy Will He?..... Evelyn Robinson ..... 24 1. How many pages long is the story "Chicken Donkey?" 2. Who wrote the story "My Dog Flippy?" 3. On what page will you find the last page of the story "Happy Hopalong?" 4. How many animal stories are there in this book? The teacher may prepare such materials as groups of stories, topics, etc., that the student will organize into a table of contents.
8. Bibliographies	Given samples of various bibliographical forms, the student will be able to write these forms.	The teacher may present the following samples of bibliographical forms: 1. For Books: Dunway, Wayland F., A History of Pennsylvania. New York: Prentice-Hall Inc., 1948 pp. 34-35. 2. For Magazine Articles: Friend David S., "British Columbia: Life Begins at 100," The National Geographic Magazine, CXIV (August, 1958), 147-189 21 3 For Encyclopedia: Jones, Edward. "Civil War Battles," Encyclopaedia Britannica (13th ed.), XXI, 911-22.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
C. Oral reading for diagnosis and appreciation 1. Enunciating	Given experiences, the student will be able to read with clear enunciation words and phrases.	The teacher may read stories to the student, have student listen to stories on tapes or records, and have student record himself and listen to a playback to develop good listening and speech habits. The teacher may write phrases on the board consisting of specific phonetic sounds and ask the student to read these phrases. "bead of ice" "feed it to me" "toads eat bugs and insects" "valley in the west" "killing frost" "telling the date" The teacher may have the student read aloud short selections from suitable reading texts to determine whether the student is giving correct enunciation to all words. The student may be required to read specific words composed of given sounds to determine correct enunciation such as: age ridge badge dodge bridge lodge The teacher may strengthen and improve correct enunciation by having the student (1) read in unison short passages from suitable text and (2) read brief lines of phrases that express strong feeling. (continued below)

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES

(Before reading begins, certain lines of phrases should be spoken carefully and distinctly by the teacher.)

The teacher may use activities described in earlier portions of this guide suggested for use in helping student hear beginning, media, or ending sounds. However, the teacher should take into consideration some possible reasons students might deviate from the normal.

1. Children having difficulty making certain speech sounds might be suffering from a hearing or speech disability.
2. Children from bilingual or non-English speaking backgrounds or having different dialect other than that common to this locale will need to be handled differently.

It is important to accept the student and encourage him to speak within criticism so he will not become inhibited. "If this first language is accepted by the child's teacher and classmates, the speech will flow freely, and it is assumed that the child will learn the acceptable language and shift naturally into standard English when such a shift is natural to him."

It should be the aim of the teacher to accept the student's speech pattern, to encourage him by percept and example, to lead the student toward a pattern of speech that is acceptable in his locality.[23]

Further information related to helping students with bilingual and dialect differences are included in the Appendix.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Reading for voice intonation and quality	Given opportunities, the student will be able to read selections orally with correct intonation.	The student may develop more natural sentence melody by being assigned certain sentences in his oral reading that are direct quotations. After the student has acted out the scene, he may be shown the difference that natural emphasis can have on some of the structure words such as a, the, this, etc. The teacher may write sentences on the board with the word to be stressed underlined. Such exercises not only make the student aware of sentence melody but also illustrate the change the emphasis imposes on different words in the sentence. 1. Mother is cooking dinner. 2. Mother is cooking dinner. 3. Mother is cooking dinner. 4. Mother is cooking dinner.[24] The student may be given a group of sentences as the following to read in two different ways - dull word-by-word reading and reading with voice intonation. "Ladies and gentlemen, the President of the United States." "Did the rebels get him?" "My legs felt like jelly, but I didn't let mother know how scared I was." "Play ball!" The student may be given opportunities to enjoy choral reading. The need of sharp rhythm and timing is evident when preparing selections.[25]

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may have the student listen to a number of taped sentences being read in a conversational tone. The student will echo these sentences.
		The teacher may have the student (1) read aloud to younger students, (2) read certain parts of a story he likes best to the class, (3) read to the tape recorder for playback, and (4) read parts in plays to the class.
3. Feeling for character	Given the opportunity, the student will be able to interpret the feeling of characters as presented in a written passage.	The teacher may have the student listen to plays, poems, and stories written in conversation and then answer key questions that will indicate his knowledge of character feeling such as: Why did the character behave as he did? What told you John felt tired?
		The teacher may have the student read or act out character parts in simple plays and make him aware of how he, himself, expresses his feelings. This may also be done using a flannel board or puppets.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
3. Feeling of character (continued)		The teacher may have the student read certain selections and answer questions pertinent to the selection that will determine his awareness of character feeling. "Wait! that's no wolf," the man shouted "That's a dog!" A sniff of the man smell reached Bo, and he felt his big tail begin to thump against the snow. "He's wagging his tail."The young man came forward cautiously at first. Then he dropped to one knee. "Easy boy easy." 1. The dog was (friendly, vicious) 2. Were the men afraid of wolves? _____ 3. How did the dog show his feeling toward the men? ___ 4. What were the young man's feelings for the dog? ___26
	Given opportunities, the student will be able to relate certain vocabulary and behavior to express character feeling.	The teacher may have the student match sentences with a given list of words that express character feelings. Answer Box happiness anger embarrassment boredom pain excitement 1. "You do your work and I'il do mine," snapped Joe as he stormed out of the room. (anger) 2. Toni beamed as Santa handed her the doll. (happiness) 3. The men grinned. Jim's face flushed as he picked himself up. (embarrassment)

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Phrasing	Given opportunities to read aloud, the student will be able to read in a smooth, even tone grouping words into proper phrases.	The teacher may select easy material that does not contain new or unknown meaningless cluster to check the student's ability to read in phrases or thought units. The student is likely to be ineffective in recognizing and employing thought units in his silent reading. Some activities to help in phrasing are the following: 1. New words to be introduced to the student should be used in phrase units. 2. Organizing material (containing phrases easily identifiable) that is to be read orally furnishes excellent experience in reading by thought units. 3. Multiple-choice exercises in which phrases are used as answers, e.g., draw a line under the correct phrase to complete the sentence. The bird flew (a) up the ladder, (b) over the trees, (c) under the water. 4. Quickly locating phrases on a designated page to answer specific questions. On page _____, find the phrase that answers the question. 5. Mark off the thought units in the following sentence and tell which questions it answers.(who,where,etc.) The tall man walked quickly along the street. (continued on the following page)

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
4. Phrasing (continued)		6. Turn to page 1 in your book and find these phrases and tell what they mean. black as coal — near the house heavy as lead — a pretty flower 7. On page _____, find a phrase that makes you see something (red roses) taste something (a sweet orange) 8. The use of flash cards will aid the student in grasping a thought unit at a glance. The phrases on successive cards should form a sentence. The gray squirrel / sat up with a nut / in his paws 9. Sentences as the following may be separated into units to be read by the student. He came running with a ball in his hand. 27 --- The Controlled Reader and Tachistoscope may also be useful in helping the student read in phrases. --- The teacher may have the student (1) listen to proper phrasing, (2) read orally many groups of words that seem to string together, and (3) group sets of words into proper phrasing as follows: a-crowd-of-children burst-into-the-room Everyone-looked-his-very-best.

SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
		The teacher may have the student listen to fluent readers for "word grouping" or phrasing, give the student opportunities to read exercises silently before having him read aloud, have the student read to a tape recorder and listen to his own phrasing, and have the student read groups of words that tell the "who" and "what" as follows: An old woman came into the shop. "I'm very busy," he said. The baker did not look around. She went on to the man at the fruit stand.
5. Developing awareness of punctuation	Given opportunities, the student will be aware of punctuation marks and use them to give expression and meaning to his reading.	The student may use the activities suggested on pages under comprehension to accomplish the objective.
D. Silent reading skills		
1. Reading without vocalization	Given reading material appropriate to his reading ability, the student will be able to read silently without lip movement.	The teacher may use the Controlled Reader in checking for vocalization in silent reading. The teacher may provide the student with a great deal of easy reading material if vocalization is a problem.

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SKILLS	INSTRUCTIONAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
2. Reading without head movement	Given reading material appropriate to his reading ability, the student will be able to read silently without head movement.	The student may be given the alphabet as a guide and asked to read the nonsense word patterns and select the letters of the alphabet in their proper sequence. a b c d e f g h i j k l m n o p q r s t u v w x y z Terz sen belf ed bal treb cagey tonp kir ris donep htims tu offish kor. Prus sut yorn ago sim phito raqut cob. Sab ejbro slan wors rab tomp skeef voe bes yon new mann li canm cen odeltri. Cef thip skguf. Fez geake stim ced usa tonev dabe zerg hcim posic ced baff riw. Cozemhig hisk vox labec fay duz prod mih ed. Minutes _____ Seconds _____ 28 This material may be useful in training eye movements and eliminating head movements where problems of omissions, substitutions, and additions occur.
3. Reading without pointing	Given reading material appropriate to his reading ability, the student will be able to read the material without pointing to the word.	With a beginning reader who may need a crutch to aid him in keeping his place, a strip of paper held above the line that is being read will prove helpful. This type of crutch should not be used after the need for it no longer exists.

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FOOTNOTES

1. Robert Geake and Donald P. Smith, "Visual Tracking," A Self Instruction Workbook for Perceptional Skills in Reading (Ann Arbor, Michigan: Ann Arbor Publisher, 1962), p.1.

2. School Library Association of California "Library Skills," Teaching Library Use Through Games and Devices, (Palo Alto, California: Fearon Publisher, Inc., 1958), pp. 44-45.

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4. Margaret V. Beck and Vera Pace, "Library Skills," Using the Card Catalog, Book One (Minneapolis, Minnesota: T. S. Denison and Company, Inc., 1965), p. 41.

5. The Library Association of California, op. cit., p. 13.

6. Ibid., pp. 15-16.

7. Helen Huurs, et. al., A Handbook of Developmental Reading (Danville, Illinois: The Interstate Printers and Publishers, 1961), p. 30.

8. Beth Atwood, et. al., "Introducing Table and Graph Skills," Book A, Weekly Reader Books (Columbus, Ohio: American Education Publication, 1968), pp. 6-10.

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11. Ibid., pp. 127-141.

12. Metropolitan School Study Council, Five Steps to Reading Success in Science, Social Studies, and Mathematics (New York: Columbia Teachers College Press, 1954), p. 18.

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17. David H. Russell and Etta E. Karp, Reading Aids Through the Grades (New York: Columbia Teachers College Press, 1955), p. 58.

18. Ibid.

19. Floy Winks DeLancey and William J. Iverson, "Found a Little Lost Dog," Story Carnival (Sacramento: L. W. Singer Company, Inc., 1961), p. 17.

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21. Huus, op. cit., p. 124.

22. Harry J. Heltman, Trippingly the Tongue Evanston, Illinois: Row, Peterson and Company, 1955), pp. 21, 47.

FOOTNOTES

23. John R. Rogers, et. al., Linguistics in Reading Instruction (University of Mississippi: The Reading Clinic, 1965), pp. 112-113.

24. Rogers, op. cit., pp. 67-88.

25. Morton Botel, How to Teach Reading (Chicago: Follett Educational Corp., 1968), pp. 57-58.

26. Marjorie Seddon Johnson, et. al., Kings and Things (New York: American Book Company, 1968), p. 185.

27. Miles A.Tinker and Constance McCullough, Teaching Elementary Reading (New York: Appleton-Century-Croft, Inc., 1962), pp. 178-179.

28. Geake, op. cit., p. 9.

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